

Oregon Community College Policy and Process Book

HIGHER EDUCATION COORDINATING COMMISSION



Oregon Community College Policy and Process Book

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1/15/2025	n/a	178-185	Revised "D4A Code M", "D4A Code ^", "Oregon Transfer Programs", and "TRANSFER DEGREES AND INITIATIVES"

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WELCOME

The Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development (CCWD) works closely with Oregon's community colleges and workforce development programs to support accessible, high quality, and equitable learning opportunities. CCWD provides coordination, leadership, and resources to Oregon's 17 locally governed community colleges, 16 adult basic skills providers, community-based organizations, and other partnerships. The governance of Oregon's public community colleges is the responsibility of their respective local-elected governing boards.

Established in 1999, CCWD was formerly the Department of Community Colleges and Workforce Development, and as of 2015, became an integrated office in the HECC agency. CCWD supports a multi-faceted portfolio of work, including:

- Policy and funding coordination while providing leadership to achieve Oregon's higher education goals, including [reports to the legislature](#)
- [Student success and academic coordination](#), including approval of new academic courses and programs, statewide administration of [postsecondary career and technical education](#), and Career Pathways at Oregon's community colleges.
- Administration of statewide [Adult Basic Skills Program](#) and the [Oregon's High School Equivalency Program](#), which includes the Oregon GED® Program.
- [Community college funding coordination](#), working closely with other offices of the HECC, including state biennial budget recommendations.

The CCWD Policy and Process Book (formerly known as The CCWD Handbook) is a comprehensive resource for Oregon community colleges that is designed to assist college instructional teams with state policies and processes. We hope that this Policy and Process Book will prove to be a valuable resource for Oregon's community colleges and support them in their mission of providing high-quality education and training in response to the needs of Oregon's workforce system and learners.

My thanks to the individuals whose collaboration led to the development of this new updated resource, The CCWD Policy and Process Book.



Donna Lewelling, Director

Office of Community Colleges and Workforce Development
Higher Education Coordinating Commission

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ROLES, RESPONSIBILITIES, AND ASSURANCES

Intent

The intent of this section is to establish roles, responsibilities, and assurances for both the College and the State. The listing of ORS and OAR is not exhaustive but is meant to provide a beginning point for users to easily reference many of the related statutes and administrative rules that may apply.

Oregon Revised Statute (ORS)

[ORS 341.005](#): Definitions for Chapter

[ORS 341.009](#): Policy

[ORS 341.013](#): Applied Baccalaureate Degrees

[ORS 341.275](#): Community College District Board

[ORS 341.317](#): Educational services to adults in custody at correctional institutions

[ORS 341.450](#): Accelerated college credit programs

[ORS 341.460](#): Credit for traffic safety education course not permitted

[ORS 341.463](#): Courses in American Sign Language

[ORS 341.465](#): Certificates and associate degrees

[ORS 341.481](#): Admission of students

[ORS 341.535](#): Qualification of faculty

Oregon Administrative Rules (OAR)

[OAR 589-006-0050](#): Definitions

[OAR 589-006-0100](#): General Community College Program Approval Requirements

[OAR 589-006-0150](#): Local Community College Responsibilities for Program Approval

[OAR 589-006-0200](#): Approval of Collegiate Courses

[OAR 589-006-0300](#): Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs

[OAR 589-006-0350](#): Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs

[OAR 589-006-0400](#): Approval of Other Education Courses

[OAR 589-007-0100](#): Apprenticeship Definitions

[OAR 589-007-0110](#): Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit

[OAR 589-007-0120](#): Apprenticeship Related Training Instruction

[OAR 589-007-0130](#): Apprenticeship Instructors

[OAR 589-007-0140](#): Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

[OAR 589-007-0150](#): Granting Academic Credit for Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

[OAR 589-007-0160](#): Menu of Core Apprenticeship Services and Supplemental Apprenticeship Services

[OAR 589-007-0170](#): Community College Apprenticeship Related Training Providers and Notification

HECC-CCWD Role

1. Adhere to the Oregon Revised Statute (ORS) policy directives as stipulated in ORS 341.
2. Adhere to the Oregon Administrative Rules in Chapter 589.
3. Adhere to the HECC-CCWD policy.

a. Legal Authority

- i. The Office of Community Colleges and Workforce Development (CCWD) is granted the legal authority for statewide coordination of the approval of community college courses and curricula through [Chapter 589, Division 6](#) and [Division 7](#) of the Oregon Administrative Rules (OARs) adopted by the Higher Education Coordinating Commission (HECC) under the authority of [Chapter 341](#) of the Oregon Revised Statutes.
- ii. The Higher Education Coordinating Commission (HECC) authorizes local community college district boards of education to offer courses and to issue certificates and degrees attesting to a student's satisfactory completion of the college's program(s) of study.

b. Approval and Review Process Entities

There are numerous approval processes that guide the development of college programming. Listed below are some of the entities involved:

- i. Higher Education Coordinating Commission program and course approval standards and policies.
- ii. Local college standards and policies.
- iii. Northwest Commission on Colleges and Universities.
- iv. Collaborative partners

c. HECC-CCWD Roles and Responsibilities

- i. Answer questions from the college Point of Contact (POCs) clarifying:
 1. ORS
 2. OAR
 3. Policy
 4. Process
- ii. Lend expertise in program design if requested.

- iii. Assist college in problem solving complex course and program approval situations. Provide training for college POCs and curriculum office employees when needed.
- iv. Review/approve proposed new and amended course applications.
- v. Review/approve proposed new and amended program applications.
- vi. Work with college when proposed new or amended applications do not meet OAR or policy requirements.
- vii. Work with college on suspension and re-instatement process.
- viii. Create docket presentation for standalone programs and advocate for approval with the Higher Education Coordinating Commission.

State Employee	Career Learning/ Specialty Area	Phone Number	E-mail Address
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KC Andrew <i>Education Specialist</i>	Health Sciences; Human Resources; Agriculture, Food and Natural Resource; ACTI Codes 210, 211, 220, 360, 361, 362, 363, 510, 511, 512	(503) 979-5670	kc.andrew@hecc.oregon.gov
Eric Juenemann <i>Education Specialist</i>	Apprenticeship: Career Connected Learning; Work Based Learning; Accelerated Learning; ACTI Codes 230, 310, 320, 330, 340, 350, 351, 352.	(503) 979-5336	eric.juenemann@hecc.oregon.gov
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College Role

1. Adhere to the Oregon Revised Statute policy directives as stipulated in ORS 341.
2. Adhere to the Oregon Administrative Rules in Chapter 589.
3. Adhere to HECC-CCWD Policy

a. Advertising Programs

- i. College catalogs (printed or online) and other promotional materials must clearly specify what college offerings are transcribed as state approved programs and what offerings lead to collegiate level non-transcribed awards. They must:
 1. Promote programs or courses only after they are approved by the Higher Education Coordinating Commission (HECC) unless they have received specific indication of pending approval. If the program application has been submitted to the HECC for approval and the catalog cut-off date is close, the college may enter the program into the catalog. The college must write under the program title “Pending approval from the Higher Education Coordinating Commission”. This verbiage *should* be removed as soon as the HECC has approved the program.
 2. Explain the differences and relationships between state approved Bachelor of Applied Science Degrees, Associate of Applied Science Degrees, Certificates of Completion, Career Pathway Certificates of Completion, Non-Credit Training Certificates, and college recognition awards.

b. Accountability

- i. In all steps of operation, every community college is required to ensure open and equitable access for all students, in conjunction with adherence to state and federal laws.
- ii. Every community college is required to work with the Northwest Commission on Colleges and Universities (NWCCU) to fulfill accreditation standards.

c. Assurances

- i. Each time a community college submits a program in the state program and course approval system, the college is agreeing to the following assurances:
 1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
 2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated, and changes will be requested as needed.
 3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and

detrimental duplication problems with other relevant programs or institutions.

4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the office are the official records and it is the college's responsibility to keep their records aligned with those of the office. The college will not make changes to the program without informing and/or receiving approval from the office.

d. **Tracking Systems**

State funding is available for direct instruction of state approved career and technical education courses and programs, lower division collegiate courses, developmental education, and some self-improvement courses; federal funds are also utilized. These funds include but are not limited to Strengthening Career and Technical Education for the 21st Century Act (also referred to as Carl D. Perkins Act), student financial aid through PELL and the Veterans' Administration, and the Workforce Innovation and Opportunity Act (WIOA). All these programs require supporting reporting systems to meet accountability requirements that demonstrate the appropriate use of these public dollars and tracking of students and a return on the financial investment. The records maintained in the state repository are the official records. Colleges cannot make changes to courses or programs without informing or receiving approval from CCWD and the Higher Education Coordinating Commission (HECC).

i. CAREER AND TECHNICAL EDUCATION

1. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) places significant emphasis on accountability and results, as measured by student performance on a national set of "core indicators." The four national measures are:
 - a. Academic and technical skill achievement,
 - b. Attainment of diplomas, degrees, or credentials,
 - c. Placement in work and/or continuing education, and
 - d. Placement in and completion of nontraditional training employment programs by gender.
2. [The Oregon State Plan for Career and Technical Education](#) requires a continuous improvement model for secondary and postsecondary career and technical education programs. This model is data-driven, relying heavily on existing accountability systems to demonstrate program outcomes. The community college model is primarily based on regional accreditation guidelines and standards. For more information, visit The Oregon Department of Education's [Postsecondary CTE Data Collection and Reporting site](#).

ii. ADULT BASIC SKILLS EDUCATION TRACKING OF STUDENT PROGRESS (TOPSpro®)

Accountability requires systematic measurement of outcomes for students documented by standardized assessment, collection of quality data at the individual student level, and consistent reporting of aggregate data across Oregon's Title II Adult Education system.

Oregon uses TOPSpro® software for federal reporting. Local programs collect data according to state and federal guidelines and export that data annually to the state in a format compatible with TOPSpro®. This data provides state and local decision-makers with information to improve programs and monitor progress of basic skills learners. TOPSpro® data is also cross matched against other statewide databases to verify outcome information for federal performance reporting.

iii. CODING AND INFORMATION SYSTEMS

Classification, coding, and information systems are increasingly vital tools for managing postsecondary education programs. Community colleges use local, state, and national systems to collect and report information on students, programs, faculty, facilities, and other resources. Five of these systems are crucial information components. They are the:

1. Classification of Instructional Programs (CIP),
2. Oregon Post-Secondary Data for Analysis (D4A),
3. Integrated Postsecondary Education Data System (IPEDS), and
4. Occupational Employment Statistics (OES) program
5. Webforms: Program and Course Approval System.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

CIP is a taxonomy that supports the accurate tracking, assessment, and reporting of fields of study and program completions activity at the national, state, and local levels. The CIP is a product of the National Center for Education Statistics (NCES), a unit of the U.S. Department of Education. It is the accepted federal government statistical standard on instructional program classifications and is used in Oregon to describe and differentiate all postsecondary education programs. It is the critical identifier of all degrees and certificates. For more information, consult the [official NCES website](#).

The CIP is specifically designed to do the following:

- a. Assist in collecting, reporting, and interpreting data about instructional programs.
- b. Aid those responsible for designing data collection instruments.
- c. Indirectly assist in educational planning, resource allocation, and review via standardized data categories.
- d. Aid those responsible for responding to data requests.
- e. Serve as a tool to assist those who compile, verify, and analyze instructional program data.

2. DATA FOR ANALYSIS (D4A)

[Oregon Post-Secondary Data for Analysis \(D4A\)](#) is designed to be both a data collection and a reporting system for Oregon Community Colleges. Oregon community colleges report data to the

state for mandatory state and federal accountability reports associated with areas such as Career and Technical Education (Perkins), WIOA Title II (U.S. Department of Labor and state Key Performance Measures). A variety of data are submitted to the system throughout the year. It ranges from community college financial information (D4A: Community College Financial Information System (CCFIS)), to program and course information (D4A: Webforms), to student enrollment and completion (D4A: Oregon Community College Unified Reporting System (OCCURS)). After submitted data are finalized (on a yearly basis, after the FTE audit), data are then made available for reports to the colleges.

3. THE INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)

Established as the core postsecondary education data collection program for the National Center for Education Statistics, this is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The [IPEDS system](#) is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.

4. OCCUPATIONAL EMPLOYMENT STATISTICS (OES)

The [Occupational Employment Statistics \(OES\)](#) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation, for individual states, and for metropolitan and nonmetropolitan areas; national occupational estimates for specific industries are also available. The OES program produces these occupational estimates for the nation, by state, by metropolitan or nonmetropolitan area, and by industry or ownership. The Bureau of Labor Statistics produces occupational employment and wage estimates for over 450 industry classifications at the national level.

The Oregon Employment Department also provides access to employment data through [QualityInfo](#). This resource includes access to information, including occupation profiles and economic statistics.

5. WEBFORMS PROGRAM AND COURSE APPROVAL SYSTEM

The Oregon Community College Program Submission System, known as [Webforms](#), supports program and course approval. Webforms is a database used to track all courses and programs offered at Oregon's 17 community colleges except for transfer degrees.

e. Point of Contact (POC) System

i. Intent

1. Create a system that identifies consistent and knowledgeable persons to address, resolve and communicate CTE program approval questions and issues
2. Create a system that is efficient, responsive, and appropriately engages campus and state staff expertise
3. Increase the capacity of community colleges to develop, organize and utilize available resources to answer most questions internally

4. Provide consistent, clear, and easily understandable communication between community college and state staff
5. Coordinate and reduce duplicate inquiries from different people at the same college

ii. Role of the Community College POC

1. Act as the designated POC on campus for questions and issues related to course and CTE program approval
2. Facilitate the interface of the Department CTE Program Approval POCs with campus staff, concerning CTE program approval and application questions
3. Create a system to vet questions and requests for resources through the campus POC
4. Develop and organize the on-campus resources and procedures to facilitate and adhere to the CTE program and course approval and application process
5. Provide information, references, and other resources related to CTE program development and approval to the key campus staff as appropriate
6. Provide guidance, coaching, and training concerning CTE program design, development, quality, application, and approval to the key campus staff as appropriate

iii. Who are Community College POCs?

1. Most POCs are the CTE Deans or instructional administrators, with responsibilities for CTE programs
2. The POC is someone able to guide and facilitate campus administrators, faculty, support staff, and others concerning program approval and application requirements and procedures

The POC is (or becomes) thoroughly familiar with course and CTE program approval resources and information, such as:

- a. Related OARs and ORS;
- b. The course and program application and approval process, procedures, and timelines;
- c. Forms and handouts;
- d. Perkins performance measures and reporting requirements;
- e. Online resources;
- f. FTE Guidelines; *and*
- g. Campus procedures and resources related to CTE program approval.

iv. POC Resources

1. [Webforms](#)

2. [Academic Program Approval Website](#)
3. [CIP Code Website](#)
4. [Full Time Equivalent \(FTE\) Guidelines](#)
5. [CTE Civil Rights Compliance Requirements](#)

OREGON COMMUNITY COLLEGE PROGRAM SUBMISSION SYSTEM - WEBFORMS

Intent

The intent of this section is to introduce the Oregon Community College Program Submission System. This system serves as Oregon's program and course approval system, also known as Webforms.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050](#): Definitions

[OAR 589-006-0100](#): General Community College Program Approval Requirements

[OAR 589-006-0150](#): Local Community College Responsibilities for Program Approval

[OAR 589-006-0200](#): Approval of Collegiate Courses

[OAR 589-006-0300](#): Approval of Career and technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs

[OAR 589-006-0350](#): Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs

[OAR 589-006-0400](#): Approval of Other Education Courses

[OAR 589-007-0100](#): Apprenticeship Definitions

[OAR 589-007-0110](#): Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit

[OAR 589-007-0120](#): Apprenticeship Related Training Instruction

[OAR 589-007-0130](#): Apprenticeship Instructors

[OAR 589-007-0140](#): Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

[OAR 589-007-0150](#): Granting Academic Credit for Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

[OAR 589-007-0160](#): Menu of Core Apprenticeship Services and Supplemental Apprenticeship Services

[OAR 589-007-0170](#): Community College Apprenticeship Related Training Providers and Notification

Role Of Webforms

1. Database used to
 - a. track all credit and noncredit courses
 - b. track all credit and noncredit programs (exception: transfer programs)
 - c. ensure courses and programs meet approval requirements

- d. approve Workforce Innovation and Opportunity Act Eligible Training Provider List ([ETPL](#)) applications
- e. produce reports

Access To Webforms

1. The Point of Contact at each curriculum office must contact CCWD to grant access to their community college's Webforms data base. Information needed for everyone is:
 - a. first and last name of individual
 - b. e-mail address
 - c. phone number
 - d. permissions
 - i. read only
 - ii. read and edit

Webforms Training

1. Training opportunities available include:
 - a. annual Webforms two-day workshop
 - b. one on one through CCWD
 - c. [Webforms online resources](#)

PROGRAM AND COURSE APPLICATION DEFINITIONS

Intent

To provide definition and parameters to elements found in the program and course applications in Webforms, the State of Oregon Community College Program Submission System.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(36\)](#)

"Lower Division Collegiate (LDC)" means collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer by Oregon's public higher education institutions.

[OAR 589-006-0050 \(38\)](#)

"New program" means any program not previously approved by the Commission or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs.

[OAR 589-006-0050 \(41\)](#)

"Occupational preparatory program" means a state-approved Career and technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

[OAR 589-006-0050 \(42\)](#)

"Occupational supplementary program" refers to a Career and technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(46\)](#)

"Program amendment" means a change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.

[OAR 589-006-0050 \(47\)](#)

"Program approval" means the process by which the local community college Board of Education and the Commission determine that a program has met the applicable program standards and requirements of the board and Commission or its designee.

[OAR 589-006-0050 \(56\)](#)

“Upper Division” courses refer to collegiate-level work usually taken in the third and fourth year of a four-year undergraduate program. These upper division courses build upon the lower division framework to build a deeper level of knowledge and understanding.

[OAR 589-006-0200](#)

Approval of Collegiate Courses

Overview

Webforms provides HECC-CCWD a way to gather required elements determined by Oregon Revised Statute (ORS), Oregon Administrative Rule (OAR), and Policy. These elements are used to inform data decisions, FTE requirements, and CTE Program Approval Standards.

The elements are found in the Course Application, Notice of Application (NOA), and Program Application in Webforms. The below glossary defines each element.

Glossary

Activity (ACTI) Codes	A three-digit code identifying a specific category of educational course. Oregon uses activity codes to track data.
ACTI Code Definitions and Policy Document	A resource document that defines Oregon’s Activity Codes by setting parameters and expectations. Learn more: ACTI Code
Alternate Label	A course that can be taught by more than one discipline that identifies different sets of students. For example, students who are also Registered Apprentices would register for General Electronics = ELE 110 as APR 110. A course that is variable credit will first appear as a course category with the alternate label being the course number found in the catalog e.g., AGCWE000 or AGR280.
Associated Program	The name of the base program for this degree or certificate. If the degree or certificate is not related, then there is no Associated Program.
Attachment Section in Course Application	A course outline or course information helps Oregon Education Specialists understand the intent and reason for the course. Transfer verification of ACTI Code 100 courses is uploaded in this section.
Attachment Section in Program Application	Degrees and certificates require certain pieces of supporting documentation/evidence. This is the location to upload these mandatory pieces. CCWD encourages all colleges to upload any pieces of evidence that will help the education specialist understand and approve the proposed program. To find out what required supporting documentation/evidence is required, visit the individual degrees and certificates found in the policy guide.

Career Area	<p>CTE programs are offered in six career areas.</p> <ol style="list-style-type: none"> 1. Agriculture, Food, and Natural Resources Systems 2. Arts, Information, and Communications 3. Business and Management 4. Health Sciences 5. Human Resources 6. Industrial and Engineering Systems <p>Learn more:</p> <p>CTE Career Areas</p>
CIP	<p>The National Classification of Instructional Programs (CIP) codes provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) in 1980. Oregon uses the six-digit series.</p> <p>Learn more:</p> <p>National Classification of Instructional Programs (CIP)</p>
CIP Family	<p>The first two digits which represent the most general groupings of related programs.</p>
CIP 7	<p>The seventh digit indicates the Oregon award that will be conferred by the college upon the completion of the program.</p>
CIP 8	<p>This digit is assigned by the college.</p>
Award	<p>The degree or certificate earned by this title.</p>
Clock or Contact Hours	<p>“One clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break or passing period.” This definition pertains to both credit and noncredit courses.</p> <p>Learn more:</p> <p>OAR 589-006-0050 (18)</p>
Course Category	<p>A course category allows the entry of</p> <ol style="list-style-type: none"> 1. a grouping of courses from which a student can choose; <i>or</i> 2. a course that is variable credit.
Course Description	<p>A course description fully describes the intent of the course and is the exact description found in the college catalog. The assignment of course description is the responsibility of the local institution. The description in Webforms must align with the description found in the college’s online and printed catalog.</p>

Course Number	A course number is used to track a course. The assignment of course numbers is the responsibility of the local institution. The institution may not use the same course number twice.
Course Title	A course title is the name of the course as it appears in the college catalog. The assignment of course titles is the responsibility of the local institution. A college may have multiple courses with the same title, but each course must have a unique course number.
Credit	<p>"Credit" is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.</p> <p>Learn more:</p> <p style="text-align: center;">Oregon Revised Statute, OAR 589-006-0050 (23)</p>
Date Implemented	Date the program is first being offered by the college. After the program is approved, future amendments may not change this date.
Financial Aid	<p>Check all that apply to this program.</p> <ol style="list-style-type: none"> 1. <i>Federal</i>: Does this program meet the requirements for the student to be able to receive federal financial aid? 2. <i>Workforce Innovation and Opportunity Act (WIOA)</i>: Does this program meet the requirements for the student to be able to receive WIOA financial aid? 3. <i>Veterans Benefits</i>: Does this program meet the requirements for the student to be able to receive Veterans Benefits? 4. <i>State of Oregon</i>: Does this program meet the requirements for the student to be able to receive Oregon Financial Aid? If yes, what financial aid programs? 5. <i>College</i>: Does this program meet the requirements for the student to be able to receive College Financial Aid? If yes, what financial aid programs? 6. <i>Private business, foundation aid</i>: Does this program meet the requirements for the student to be able to receive private business and/or foundation financial aid? If yes, what financial aid programs? 7. <i>Other</i>: Does this program meet the requirements for the student to be able to receive other financial aid not listed above? If yes, what financial aid programs?

<p>HECC Career and Technical Education (CTE) Program Approval Standards</p>	<p>The Career and Technical Education (CTE) Program and Course Approval Standards were built by the Oregon State Board of Education in 2002 to ensure programs submitted as CTE were student and employer focused.</p> <p>The standards set the foundation to ensure programs taught by community colleges had the backing of the local business partners, allowed the student to graduate with a meaningful degree/certificate that could get them a job in their district, was a program that the college could sustain, and would ensure partnership with external partners like the Bureau of Labor and Industry (BOLI), Oregon Department of Education (ODE), Community Based Organizations (CBOs), and local business and industry, etc.</p> <p>In 2014 the Higher Education Coordinating Commission (HECC) adopted the CTE Program Approval Standards from the State Board of Education.</p> <p>The standards with program elements and guiding questions are in the “Standards and Resources” section of this book.</p>
<p>Laboratory (Lab)</p>	<p>"Laboratory or lab" means an instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision. *30-36 hours/term = 1 credit</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Oregon Revised Statute, OAR 589-006-0050 (32) 2. FTE Guidelines
<p>Lecture</p>	<p>"Lecture" means an instructional setting in which the instructor presents academic subject information. *10-12 hours/term = 1 credit</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Oregon Revised Statute, OAR 589-006-0050 (33) 2. FTE Guidelines
<p>Lecture and Laboratory (Lecture and Lab combined)</p>	<p>"Lecture and laboratory" is an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success. *20-24 hours/term = 1 credit</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Oregon Revised Statute, OAR 589-006-0050 (34) 2. FTE Guidelines
<p>Recitation</p>	<p>An interactive class forum consisting of a small group of students from a lecture course who meet to clarify the course.</p> <p>Learn more:</p> <p>FTE Guidelines</p>

Non-credit Course	<p>“A course that does not offer college credit for completion and generally cannot be used as part of a credit-based degree or certificate program.” It is a single instructional subject commonly described by title, number, non-credit contact hours, and expected learning outcomes.</p> <p>Learn more: OAR 589-006-0050 (39)</p>
Non-credit Contact Hours	Total hours in a non-credit program, course, or course category.
Outcomes in Programs and Courses	Clearly documented program and learner outcomes needed for success in the field of study.
Base Program	In the program application, the cell named “Base Program” (this used to be called Parent Program) is used to tie a base program to the new program entered if it is to be “related” to the base program. All related programs need to be anchored to a larger program.
Point of Contact (POC)	This individual is normally the person who oversees program and course approval at the curriculum office. the POC is responsible for communications about course and program approval with CCWD and with their college.
Program Contact Information	The information that the college would like CCWD to use if there are any questions about the program.
Program Length	Expected time that it will take a full-time student to complete the program.
Program Title	A program title is the name of the program as it appears in the college catalog. The assignment of program titles is the responsibility of the local institution. The institution may not use the same title for more than one program with the same award and CIP.
Student Learning Outcomes	Student learning outcomes are statements that describe what students can do outside of the classroom with what they have learned. They differ from course objectives or competencies in that they are broad statements for entire programs of study. Learning outcomes are used to shape and define the curriculum, communicate expectations to the student, employer, and other educators about the program, and assesses student progress.
Summary	Description of the program as it will appear in the catalog.
Term Implemented	The term when the college is expecting to start offering the curriculum in the program.

Target Population	The population for whom the course is designed and/or is being taught.
Topics Covered	An overview of the topics covered in the course.
Type of Program Amendment	<p>Check all that apply.</p> <ol style="list-style-type: none"> 1. <i>Title Change</i> As industry changes, titles change to fit the new language, and this is completed in this section. A title change that changes the intent of the program is not an amendment and the college is expected to contact CCWD. 2. <i>Revision in Program Credits and/or clock hours</i> Informs CCWD that the program credit amount and hour clock hours have changed. 3. <i>Curriculum Revision</i> Informs CCWD that the program’s curriculum has been revised. 4. <i>Suspension</i> Informs CCWD that the program’s curriculum, credits, intent, and/or award has changed beyond the 30% change rule. More information about the rules and parameters on page 161 of the Policy and Process book. <ol style="list-style-type: none"> a. <i>Date Suspended</i> Date the College stops allowing new students to enter the program. b. <i>Reason</i> Please write “see letter and form” in this section. 5. <i>Reinstatement</i> A program that has been suspended for less than three years may be eligible for reinstatement. Contact CCWD for start this process.
Umbrella Course	<p>A group of non-credit courses that have similar characteristics, a single theme, and the same ACTI code. A college may use umbrella courses to save time and effort entering long lists of reimbursable noncredit courses into Webforms. For instance, an umbrella course called Microsoft Office Skills could include courses in Excel, Outlook, PowerPoint, and Word.</p> <p>To enter the umbrella course into Webforms, the course title would be Microsoft Office Skills, the hours would be the highest number of hours in the longest course, and in the attachments would be a list of all the courses under the umbrella. In D4A, each instance one of the courses is held becomes a section. If you teach Excel four times in a quarter, each instance becomes a section. For each section, actual hours are recorded.</p>

Webforms	The Oregon Community College Program Submission System, which serves as the program and course approval data system used by the State of Oregon. All courses taught at an Oregon Community College must be entered into this system along with all CTE specific programs
Year Implemented	The year the program's curriculum will be taught. This will change from year to year if the program is amended.

REQUIREMENTS FOR COURSES

COURSE INTRODUCTION

Course Numbers and Titles

The assignment of course numbers and titles are the responsibility of the local institutions with the exception of course numbering in the following:

1. Specialized Courses
 - a. Registered Apprenticeship
 - b. Cooperative Work Experience
 - c. Experimental
 - d. Independent Study
2. [Common Course Numbering](#)
3. [Computer Science and Computer Information](#)

Full and Partial Credit

- a. Course Credits and Clock/Contact Hours
 - i. Full Credits
 - ii. Partial Credits

Courses

1. Credit
 - a. Lower Division Collegiate: ACTI Code 100
 - b. Career and Technical Education
 - i. Career/Tech preparatory (included in a CTE Program): ACTI Code 210
Stand-alone occupational preparatory: ACTI Code 211
 - iii. Occupational supplementary: ACTI Code 220
 - iv. Occupational preparatory Registered Apprenticeship: ACTI Code 230
 - c. Adult Basic Education
 - i. English as a Second Language: ACTI Code 310
 - ii. Adult Basic Education: ACTI Code 320
 - iii. General Education Development/Adult Secondary Education: ACTI Code 330
 - iv. Adult High School: ACTI Code 340
 - d. Post-secondary Remedial (Developmental Education)
 - i. Post-secondary remedial – Reading or Writing: ACTI Code 350
 - ii. Post-secondary remedial – Math: ACTI Code 351

- iii. Post-secondary remedial – Electives: ACTI Code 352
- 2. Non-credit
 - a. Career and Technical Education
 - i. Stand-alone occupational preparatory courses: ACTI Code 211
 - ii. Occupational supplementary courses: ACTI Code 220
 - iii. Occupational preparatory registered apprenticeship: ACTI Code 230
 - b. Adult Basic Education
 - i. English as a Second Language: ACTI Code 310
 - ii. Adult Basic Education: ACTI Code 320
 - iii. General Education Development/Adult Secondary Education: ACTI Code 330
 - iv. Adult High School: ACTI Code 340
 - c. Post-secondary Remedial (Developmental Education)
 - i. Post-secondary remedial – Reading or Writing: ACTI Code 350
 - ii. Post-secondary remedial – Math: ACTI Code 351
 - iii. Post-secondary remedial – Electives: ACTI Code 352
 - d. Adult Continuing Education
 - i. Adult Continuing Education – Other: ACTI Code 360
 - ii. Adult Continuing Education – Health and Fitness: ACTI Code 361
 - iii. Adult Continuing Education – Safety: ACTI Code 362
 - iv. Adult Continuing Education – Workforce: ACTI Code 363
 - e. Non-reimbursable Courses
 - i. Non-Reimbursable – Other: ACTI Code 510
 - ii. Non-Reimbursable – Hobby and Recreation: ACTI Code 511
 - iii. Non-Reimbursable – Admin: ACTI Code 512
- 3. Specialized
 - a. Cooperative Work Experience (CWE)
 - b. Experimental
 - c. Independent Study

COURSE CREDITS AND CLOCK/CONTACT HOURS

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(18\)](#)

"Clock or contact hours" means one clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break or passing period.

[OAR 589-006-0100 \(1-13\)](#)

"General Community College Program Approval Requirements"

[OAR 589-006-0050 \(32\)](#)

"Laboratory or lab" means an instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.

[OAR 589-006-0050 \(33\)](#)

"Lecture" means an instructional setting in which the instructor presents academic subject information.

[OAR 589-006-0050 \(34\)](#)

"Lecture and laboratory" is an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success.

Resource

[2019 FTE Guidelines](#)

Full Credits and Clock/Contact Hours

The award of course credit is a local college issue. However, if awarded, it must adhere to the following ratios or to equivalent student learning outcomes. The number of clock or contact hours required to generate one credit per quarter term:

Generating One Credit	
Lecture	10-12 hours/term
Lab	30-36 hours/term
Lecture-Lab	20-24 hours/term
Physical Education Activity Course	30-36 hours/term
Recitation	10-12 hours/term
Cooperative Work Experience (CWE) Seminar	10-12 hours/term
Cooperative Work Experience (CWE)	30-36 hours/term

Partial Credits and Clock/Contact Hours

Partial credits may be awarded in one-half credit increments when college programs are required to meet industry-driven standards for contact hours. No other fractional credit amount is allowed. Partial credits may not be awarded in Lower Division Collegiate courses, and colleges should consider the implications of partial credit on student transfer and financial aid prior to awarding it. When contact hours for a course create the choice of using a one-half or full credit increment, it is recommended to use the full credit increment. The number of clock or contact hours required to generate one-half credit per quarter term:

Generating One-Half Credit Per Term	
Lecture	5-6 hours/term
Lab	15-18 hours/term
Lecture-Lab	10-12 hours/term

CREDIT COURSES

Lower Division Collegiate (LDC)

The following courses are accepted as credit.

1. Lower division collegiate: ACTI Code 100

Intent

See OAR definition

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(23\)](#)

"Credit" is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.

[OAR 589-006-0050 \(24\)](#)

"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor's degrees or other Career and Technical Education programs.

[OAR 589-006-0050 \(36\)](#)

"Lower Division Collegiate (LDC)" means collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer by Oregon's public higher education institutions.

Approval Criteria

1. Course numbering is between 100 and 299
2. Carries regular transfer credit
3. May be part of any degree or program of study
4. Generally accepted for transfer at two public universities
5. Approved through CCWD
6. Must be one of the following:
 - a. Foundational (minimum of 3 credits)
 - b. Discipline studies (minimum of 3 credits)
 - c. Elective (any number of credits)
 - d. NOTE: Health/Wellness/Fitness courses may be any number of credits
7. If a lower division course has been approved by the Commission as a course that will be aligned statewide, this course must meet the additional approval criteria required under [ORS 350.423](#). View the [Fall 2022 Summary for Approved Courses](#) for information on courses approved for Common Course Numbering (CCN).

8. In general, a CCN course must have the same:
 - a. learning outcomes
 - b. number of credits
 - c. course name
 - d. course number
 - e. course prefix or subject code.
 - f. Approval requirements may vary depending on the recommendation of the TC and approval of the Commission. Variations will be noted on the [HECC Common Course Numbering Website](#) and may include changes such as slight variations in course prefix or subject code (e.g., COM or COMM), but does not include MATH vs STAT. View the [HECC Common Course Numbering Resources](#) page for further information.
 - g. **Timing:** Once the Transfer Council has sent the CCN course to the Commission for approval, the CCN course must meet the additional above criteria noted. After submission the Transfer Council's submission to the Commission for approval, CCWD staff will only approve designated CCN courses submitted to Webforms that meet the additional CCN requirements.
9. The name of corequisite courses that correspond with a "Z" course should match the title of the Commission approved course. Example: The title for a corequisite course for Math 111Z should be "Corequisite for MTH 111Z" or "Corequisite for [name of title of CCN course]"
10. Course designator for corequisite courses cannot end in "Z". The Z designator is reserved for commonly numbered courses only.

To submit a CCN course for approval, view the CCN Instructions for Entry into Webforms.

View the [CCN Instructions for Entry into Webforms](#) regarding exceptions to program approval in webforms.

Courses that are in the process of being aligned statewide can be found on the [Transfer Council's List of CCN Courses](#).

Possible courses the Commission may approve for future statewide alignment can be seen on the [80 Most Transferred Courses at Public Institutions in Oregon](#).

Requirements

Must follow all policy as stated in the [ACTI Policy Code Document](#).

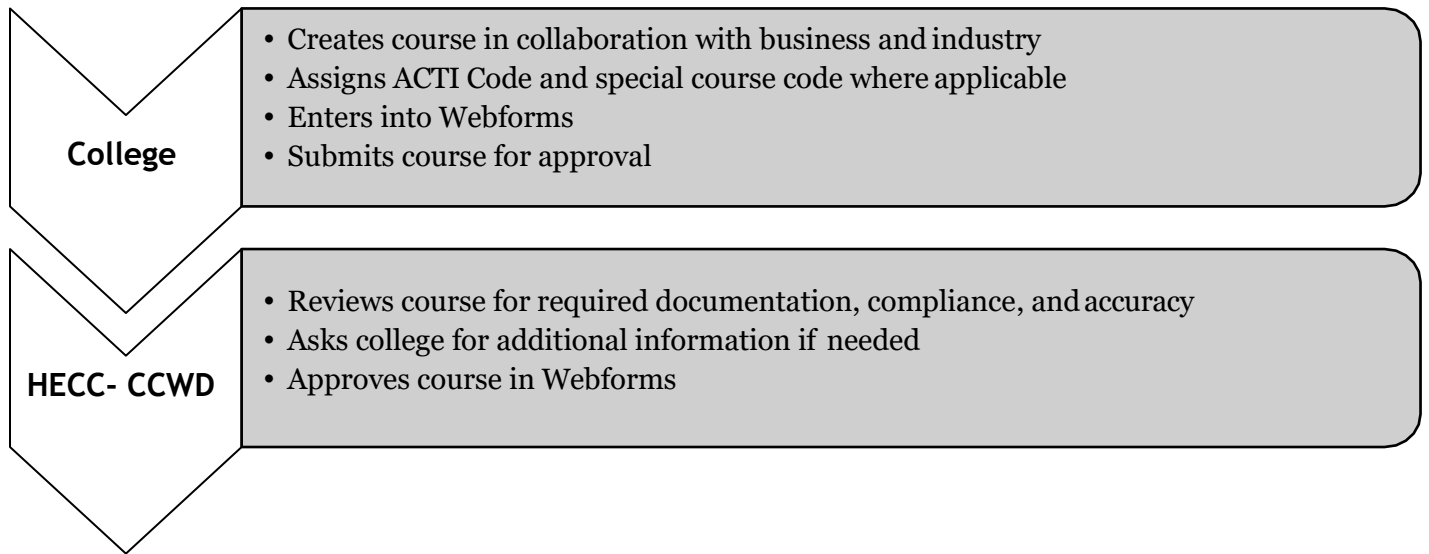
Submission Requirements

1. Must be entered into Webforms

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



Career and Technical Education (CTE)

The following courses are accepted as credit.

1. Career/Technical preparatory: ACTI Code 210
2. Stand-alone occupational preparatory courses: ACTI Code 211
3. Occupational supplementary courses: ACTI Code 220
4. Occupational preparatory registered apprenticeship: ACTI Code 230

Intent

1. Allows students a way to explore career interests
2. To provide a way to increase employability
3. Provides licensure or certification courses in a variety of fields
4. Provides employers a faster way to increase their employees' knowledge

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(15\)](#)

"Career and technical Education courses" refers to the collegiate-level courses that are designed to prepare persons for entrance into employment, stability, or advancement in specific occupations or clusters of closely related occupations. Career and technical Education courses may be categorized as occupational preparatory or occupational supplementary courses.

[OAR 589-006-0050 \(23\)](#)

"Credit" is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.

[OAR 589-006-0050 \(24\)](#)

"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor's degrees or other Career and Technical Education programs.

[OAR 589-006-0050 \(41\)](#)

"Occupational preparatory program" means a state-approved Career and technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

[OAR 589-006-0050 \(42\)](#)

"Occupational supplementary program" refers to a Career and technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.

Overview

1. These courses can be either credit bearing or noncredit bearing.
2. ACTI Code 210
 - a. Must be part a of a CTE certificate or degree
 - b. New courses must include the name of associated parent program
3. ACTI Code 211
 - a. Must not be part of a CTE certificate or degree
 - b. Assigned a Classification of Instructional Programs (CIP) code
 - c. May not:
 - i. Be strung together to create a new program without applying for a new program and going through program approval processes as appropriate
 - ii. Be standalone supplementary, hobby, or recreational in nature
4. All courses must be approved before being offered with one exception, ACTI Code 220
5. ACTI Code 220
 - a. **DOES NOT** have to receive approval before being offered
 - b. Must be entered immediately after the course is offered
 - c. Approval is not guaranteed
6. Courses are delivered under the direct control of the college
7. Must be collegiate-level and provide education and training directed to the acquisition of abilities, skills, understanding, and attitudes needed to enter or remain in an occupation
8. Courses are designed for occupational employment and are not necessarily directed toward completion of a certificate or degree
9. Courses are developed and operated with the advice and counsel of employers, employees, and other professional entities knowledgeable about the requirements of the occupations involved.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

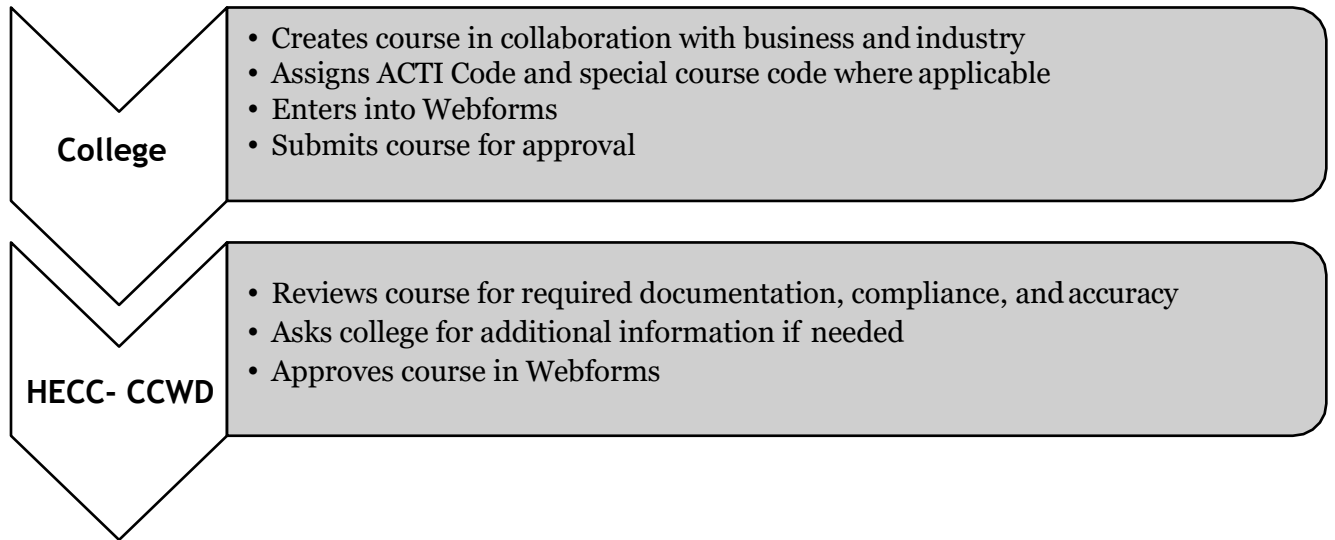
Submission Requirements

1. Must be entered into Webforms

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



Adult Basic Education (ABE)

The following courses are accepted as credit or non-credit.

1. English as a Second Language: ACTI Code 310
2. Adult Basic Education: ACTI Code 320
3. General Education Development/Adult Secondary Education: ACTI Code 330
4. Adult High School: ACTI Code 340

Intent

1. Allows students to improve basic skills:
 - a. Reading
 - b. Writing
 - c. Math
 - d. Speaking
 - e. Listening
2. May provide students a path to earn secondary credential
3. May provide students a way to explore career pathways and enter CTE programs
4. Allows students to acquire the foundational education to obtain a postsecondary certificate and/or degree

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(23\)](#)

"Credit" is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.

[OAR 589-006-0050 \(24\)](#)

"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor's degrees or other Career and Technical Education programs.

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career and technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career and Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), GED® test preparation, adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Overview

1. Students in the Adult High School program earn Oregon high school diploma credits from either secondary level or community college courses.
2. Federal dollars cannot be used for citizenship courses.
3. The course is primarily intended for adults.
4. The course is developmental in nature and offered for:
 - a. Adults with less than a high school diploma;
 - b. Persons who lack sufficient background in subject-matter areas to make satisfactory progress in lower-division collegiate or professional technical programs of the institution;
or
 - c. Persons who lack English language skills needed to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution or to enter the workforce
5. The course must include at least six contact hours of instruction focused on a single topic.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

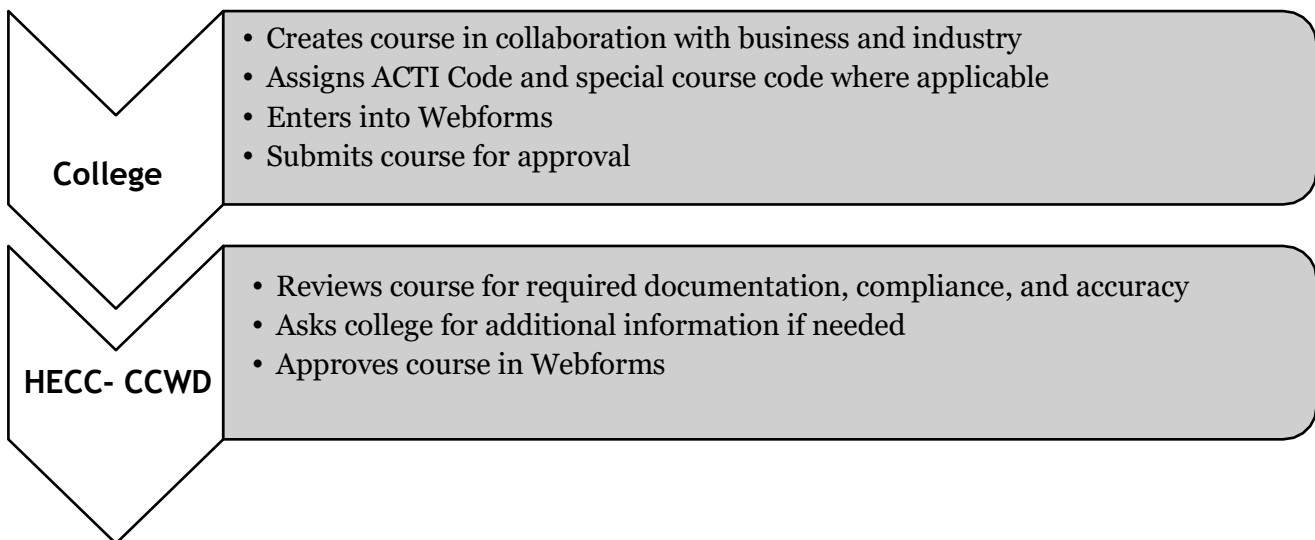
Submission Requirements

1. Must be entered into Webforms.

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



Post-Secondary Remedial (PSR)

The following courses are accepted as credit or non-credit.

1. Post-Secondary Remedial – Reading or Writing: ACTI Code 350
2. Post-Secondary Remedial – Math: ACTI Code 351
3. Post-Secondary Remedial – Electives: ACTI Code 352

Intent

1. Assist students in getting ready to take college level courses

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(23\)](#)

"Credit" is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.

[OAR 589-006-0050 \(24\)](#)

"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor's degrees or other Career and Technical Education programs.

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career and Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career and Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED® test), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Overview

Post-secondary remedial (PSR) Courses are also known as Developmental Education courses. Credit courses must be numbered less than 100.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

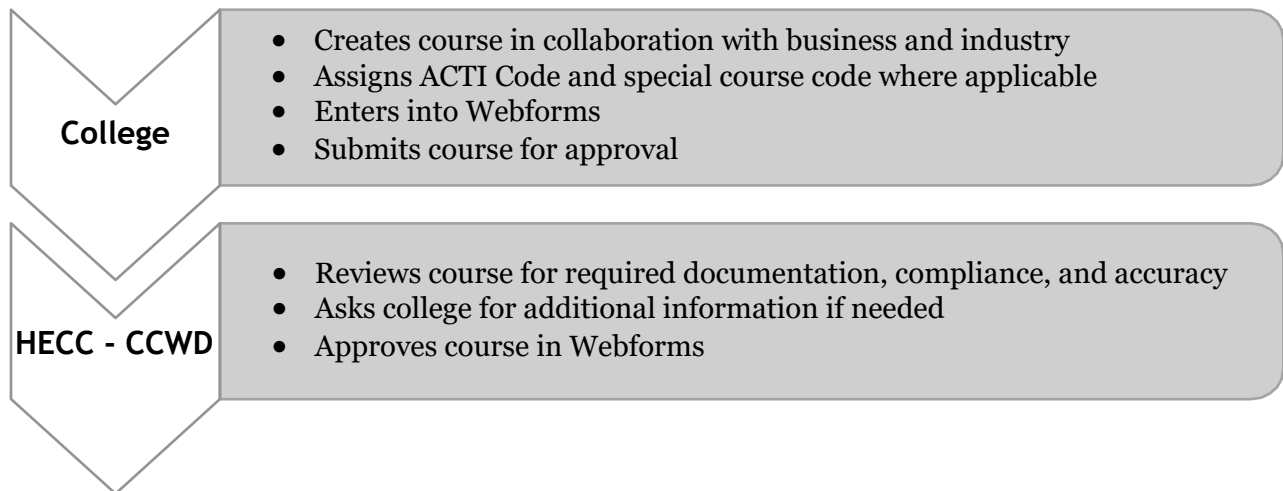
Submission Requirements

1. Must be entered into Webforms

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



NON-CREDIT COURSES

Career and Technical Education (CTE)

The following courses are accepted as non-credit.

1. Career and technical preparatory courses: ACTI Code 210
2. Stand-alone occupational preparatory courses: ACTI Code 211
3. Occupational supplementary courses: ACTI Code 220
4. Occupational preparatory registered apprenticeship: ACTI Code 230

Intent

1. Allows students an economical way to explore career interests.
2. To provide an economical way to increase employability.
3. Provides licensure or certification courses in a variety of fields.
4. Provides employers a faster way to increase their employees' knowledge.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(41\)](#)

"Occupational preparatory program" means a state-approved Career and Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

[OAR 589-006-0050 \(42\)](#)

"Occupational supplementary program" refers to a Career and Technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.

Overview

1. These courses can be either credit bearing or noncredit bearing.
2. All courses must be approved before being offered with one exception, ACTI Code 220.
3. ACTI Code 220
 - a. **DOES NOT** have to receive approval before being offered.
 - b. **Must** be entered immediately after the course is offered.
 - c. **Approval** is not guaranteed.
4. Not all noncredit courses are reimbursable. Check with the Office of Community Colleges and Workforce Development education specialists if you have questions.

5. Courses are delivered under the direct control of the college.
6. Must be collegiate-level and provide education and training directed to the acquisition of abilities, skills, understanding, and attitudes needed to enter or remain in an occupation.
7. Courses are designed for occupational employment and are not necessarily directed toward completion of a certificate or degree.
8. Courses are developed and operated with the advice and counsel of employers, employees, and other professional entities knowledgeable about the requirements of the occupations involved.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

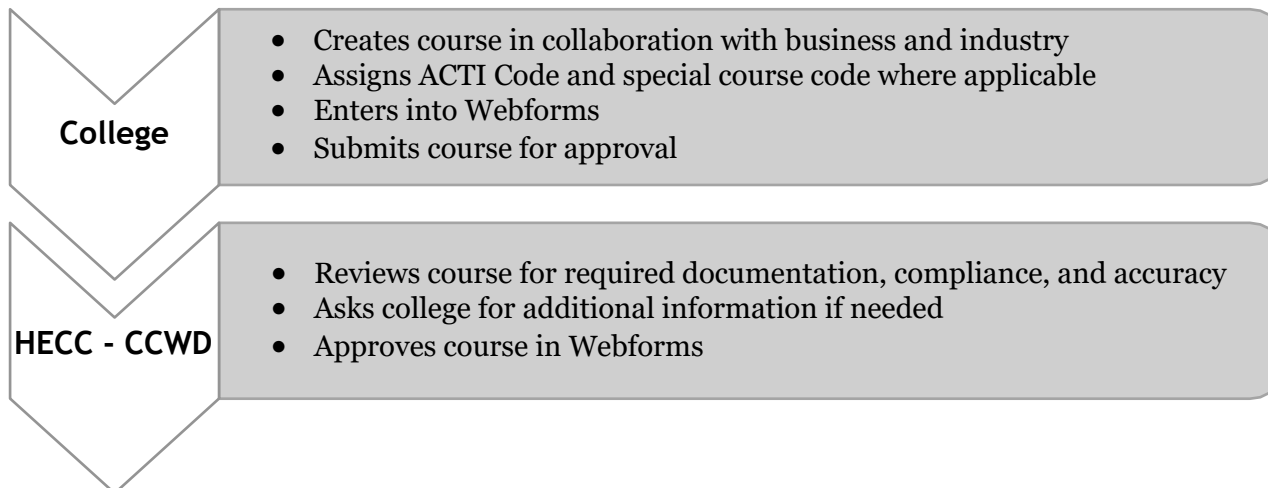
Submission Requirements

1. Must be entered into Webforms.

Notes

1. Noncredit course updates
 - a. Promising practice: every three years or less

Visual



Adult Basic Education (ABE)

The following courses are accepted as non-credit.

1. English as a Second Language: ACTI Code 310
2. Adult Basic Education: ACTI Code 320
3. General Education Development/Adult Secondary Education: ACTI Code 330
4. Adult High School: ACTI Code 340

Intent

1. Allows students to improve basic skills:
 - a. Reading
 - b. Writing
 - c. Math
 - d. Speaking
 - e. Listening
2. May provide students a path to earn secondary credential
3. May provide students a way to explore career pathways and enter CTE programs
4. Allows students to acquire the foundational education to obtain a postsecondary certificate and/or degree.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career and Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career and Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), GED[®] test preparation, adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Overview

1. Students in the Adult High School program received high school credits never college credits.
2. Federal dollars cannot be used for citizenship courses.
3. The course is primarily intended for adults.
4. The course is developmental in nature and offered for:
 - a. Adults with less than a high school diploma

- b. Persons who lack sufficient background in subject-matter areas to make satisfactory progress in lower-division collegiate or professional technical programs of the institution;
or
 - c. Persons who lack English language skills needed to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution or to enter the workforce
5. The course must include at least six contact hours of instruction focused on a single topic.

Requirements

- 1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

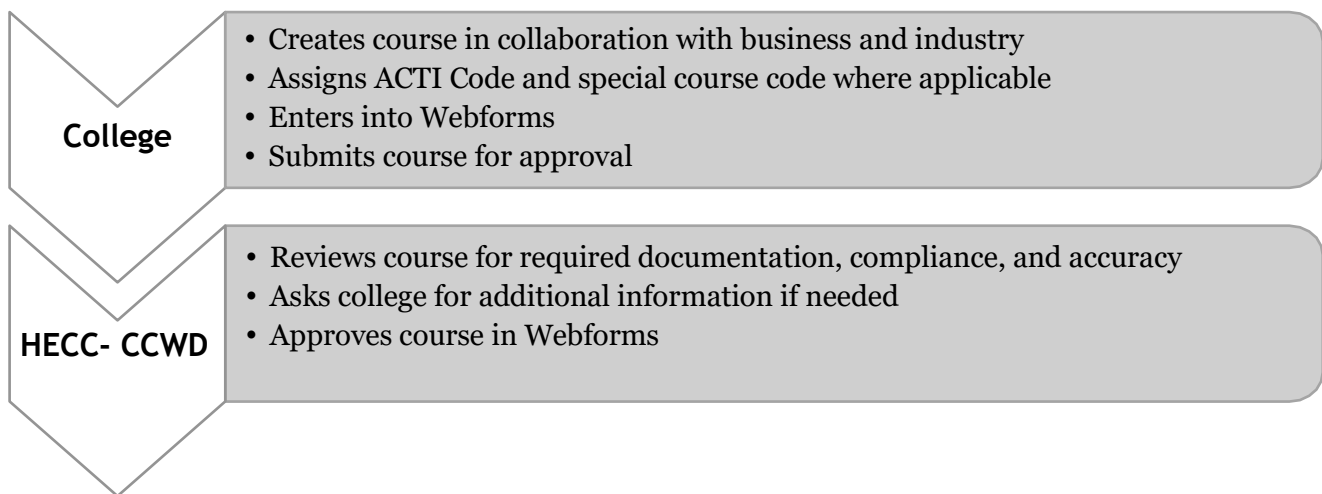
Submission Requirements

- 1. Must be entered into Webforms.

Notes

- 1. Noncredit course updates
 - a. Promising practice: every three years or less

Visual



Post-Secondary Remedial (PSR)

The following courses are accepted as non-credit.

1. Post-Secondary Remedial – Reading or Writing: ACTI Code 350
2. Post-Secondary Remedial – Math: ACTI Code 351
3. Post-Secondary Remedial – Electives: ACTI Code 352

Intent

1. Assist students in getting ready to take college level courses.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career and Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career and Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), GED, adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Overview

1. Post-secondary remedial (PSR) Courses are also known as Developmental Education courses. Credit courses must be numbered less than 100

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

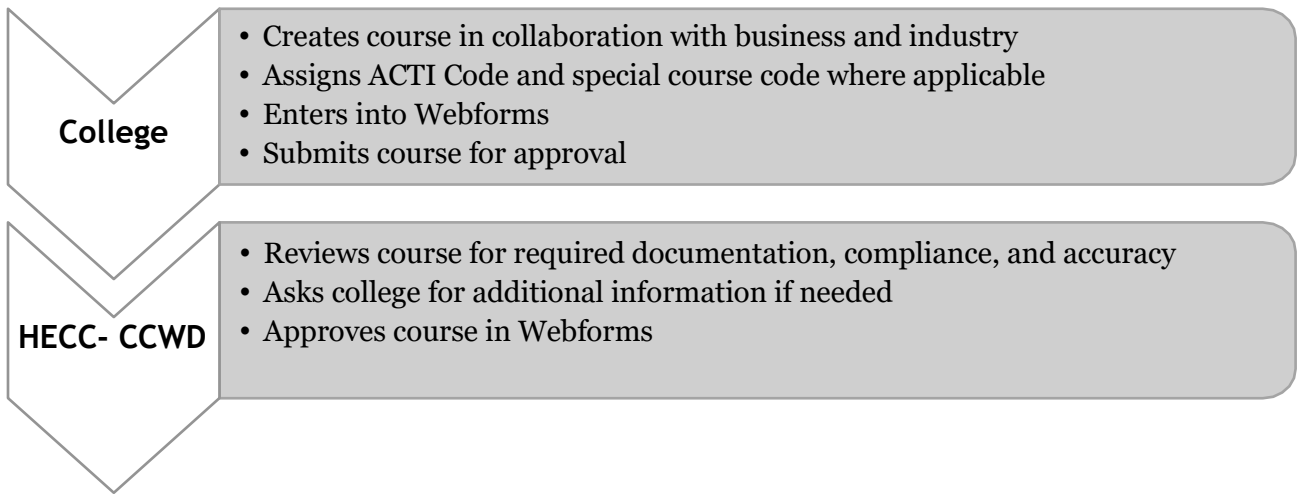
Submission Requirements

1. Must be entered into Webforms

Notes

1. Non-credit course updates
 - a. Every three years or less

Visual



Adult Continuing Education (ACE)

The following courses are accepted as non-credit.

1. Adult Continuing Education – Other: ACTI Code 360
2. Adult Continuing Education – Health and Fitness: ACTI Code 361
3. Adult Continuing Education – Safety: ACTI Code 362
4. Adult Continuing Education – Workforce: ACTI Code 363

Intent

1. Allow adults to pursue topics of interest in a non-credit format
2. ACE courses are usually not graded
3. ACE courses may be used in noncredit training certificates (NCTC)

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career and Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career and Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), GED® test preparation, adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Overview

1. Continuing and community education courses (ACE) that are eligible for state reimbursement:
 - a. Workforce
 - b. Health and Fitness
 - c. Safety
 - d. Other personal enrichment (parenting, budgeting, etc.)
2. Age
 - a. Must be 16 years or older
 - b. If a significant number of students are under 16, CCWD recommends a separate section with a non-reimbursable course number
 - i. Separate instruction is not necessary
3. State reimbursement will not be given for courses that are held for less than six clock hours (360 minutes of direct instruction) during a term
 - a. Time spent for breaks, travel, or meals cannot be calculated as part of this time

4. For more information about Adult Continuing Education, contact CCWD education staff.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

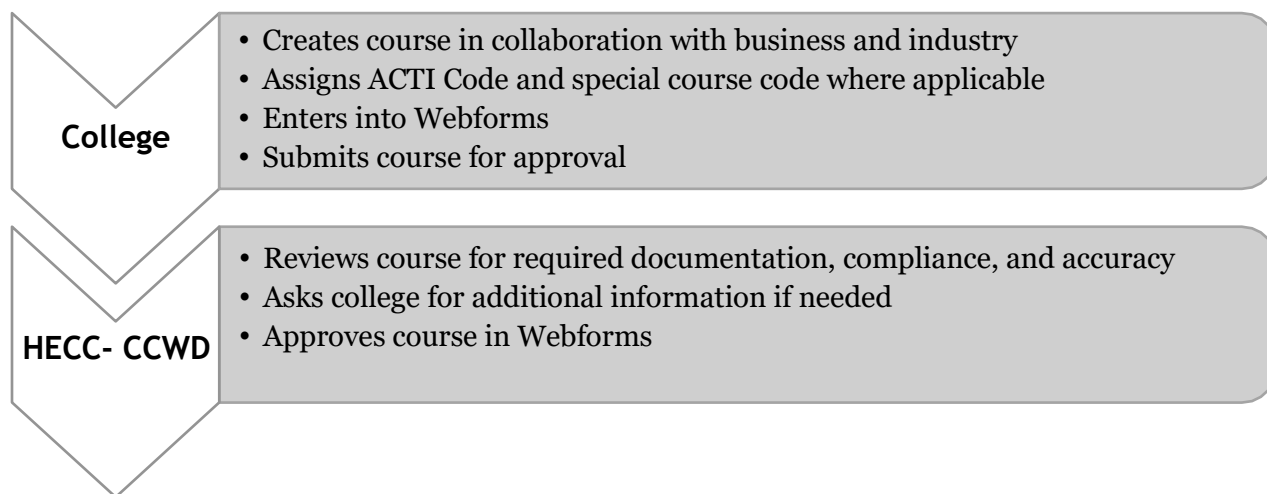
Submission Requirements

1. ACE courses must be entered into Webforms

Notes

1. Noncredit course updates
 - a. Promising practice: every three years or less

Visual



Non-Reimbursable Courses

The following courses are accepted as non-credit and non-reimbursable.

1. Non-Reimbursable – Other: ACTI Code 510
2. Non-Reimbursable – Hobby and Recreation: ACTI Code 511
3. Non-Reimbursable – Admin: ACTI Code 512

Intent

1. Allow adults to pursue topics of interest in a non-credit format.
2. Non-reimbursable courses are not graded.

Oregon Administrative Rule (OAR)

[OAR 589-006-0400](#)

Overview

Examples of courses that are not eligible for state funding, but can be offered on a cost- recovery/self-support basis, include:

1. Non-credit arts, sciences, and social studies,
2. Open labs, shops, gyms, and other non-structured experiences
3. Physical education courses where competition is possible,
4. Courses that involve alcohol or controlled substances, or guns,
5. Courses teaching or promoting astrology, occult, or religion,
6. Hobby courses, such as gardening, cooking and home improvement
7. Camps,
8. Courses designed for students under 16,
9. Courses that would otherwise be ACE courses, but are less than 6 hours

For more information about Adult Continuing Education, contact CCWD education staff.

Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

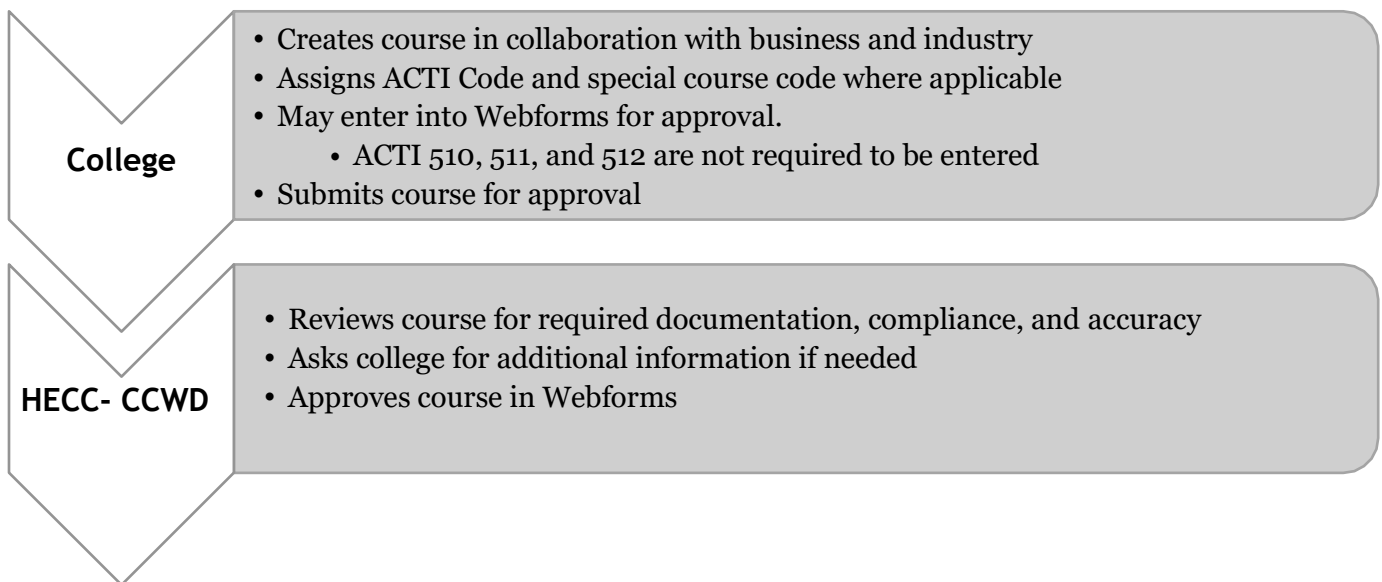
Submission Requirements

Non-reimbursable courses MAY be entered into Webforms if the college finds it useful, but it's not required

Notes

1. Noncredit course updates
 - a. Promising practice: every three years or less

Visual



SPECIALIZED COURSES

REGISTERED APPRENTICESHIP

Intent

Training model that combines structured, paid on-the-job learning experiences with related classroom instruction to train individuals to a high industry recognized standard. Industry and individual employers design and oversee apprenticeship programs and pay apprentices' wages. Programs must be registered with the Oregon Bureau of Labor and Industries- Apprenticeship and Training Division.

Oregon Administrative Rule (OAR)

[OAR 589-007-0100](#) Apprenticeship Definitions

[OAR 589-007-0110](#) Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit

[OAR 589-007-0120](#) Apprenticeship Related Training Instruction

Overview

1. Uses ACTI Code 230
2. Meet the same instructional standards and procedures as for other occupational supplementary and/or occupational preparatory course

Requirements

1. Course prefix must start with APR
2. Must be part of a Registered Apprenticeship Program
3. Pre-approval required from CCWD
4. May be advertised in catalog

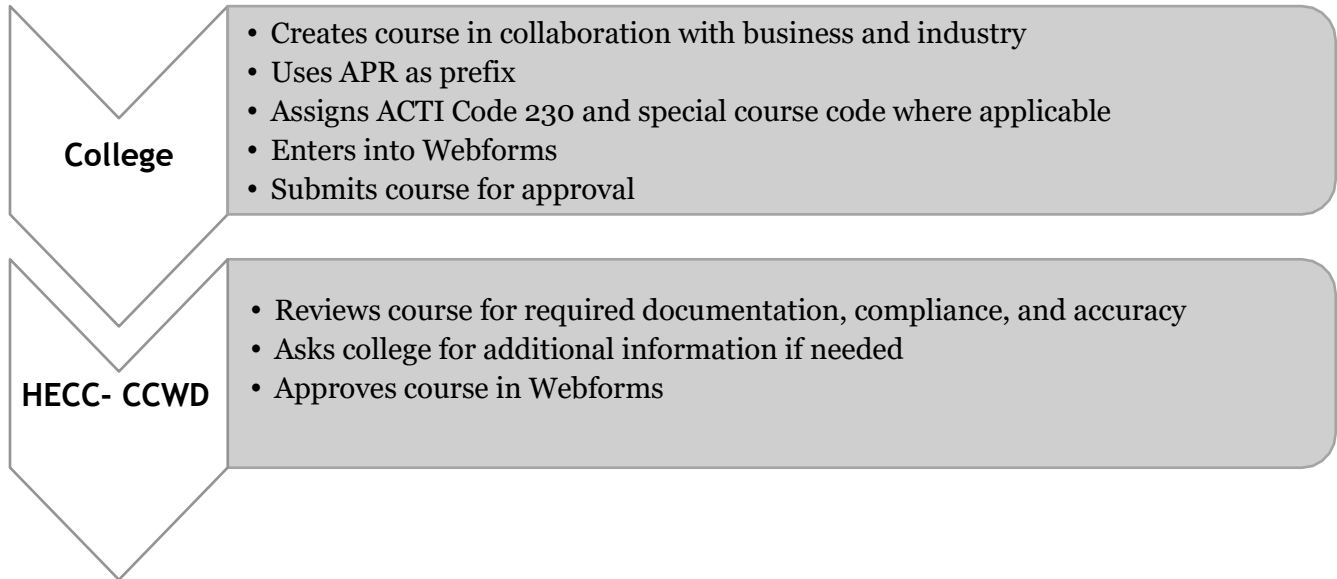
Submission Requirements

1. Must be entered into Webforms
2. Must follow all policy as stated in the ACTI Code Policy Document.

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



COOPERATIVE WORK EXPERIENCE (CWE)

Intent

Provides the student with an opportunity to go beyond the classroom, to put theory into practice, to explore a career in a chosen field of study and expand skills and make connections in a real-world work environment.

Oregon Administrative Rule (OAR)

[OAR 589-007-0100](#)

"Cooperative work experience (CWE)" means the placement of students by the college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the college. The college instructor or supervisor visits the field work site regularly. Supervision toward achievement of college identified and approved student learning outcomes and measurable learning objectives is also provided by the employer or other individual contracted to provide field experience. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

Overview

1. Approval procedures are the same as other occupational preparatory or lower division collegiate courses
2. Considered to be an integral part of a program of study (applied degree or certificate)
3. It is an advanced learning opportunity, not an exploratory experience in a career area
4. Goals of each student's CWE are tied directly to their certificate or degree
5. College to clearly define roles and expectations for the CWE for the student, instructor, and employer/supervisor
6. Employer, instructor, and student collaborate in setting and assessing learning objectives
7. Monitoring of student's CWE plan occurs through periodic instructor visits or contacts at the job site with the employer and the student
8. Must include a student evaluation of the employer
9. The college must follow guidelines from Northwest Commission on Colleges and Universities concerning Contractual Relationship with Organization Not Regionally Accredited as it relates to direct control and CWE
10. CWE agreement addresses applicable legal aspects, such as worker's compensation

Requirements

1. Credit for CWE
 - a. Classroom lab at 3 to 1 ratio (30-36 clock hours per credit)
 - b. Seminar as lecture course at 1 to 1 ratio (10-12 clock hours per credit)

2. Limitations

- a. No more than 24 credit hours of CWE may be applied toward an Associate of Applied Science degree
- b. No more than 12 credit hours of CWE may be applied to a One Year Certificate of Completion
- c. Per the State Board of Education, the Occupational Skills Training Certificate is exempt from following the above credit hour limitations since this certificate contains 50% or greater time in the workplace.

3. Worksite monitoring plan

4. Assessment of learning

5. Student evaluation of the supervisor/employer

6. Course Numbering

- a. 180 or 280
- b. Starts with prefix of discipline
- c. If college has more than one CWE in a discipline, the college must assign further numbering. Example: ENG 180.a, ENG 180.b, ENG 180.c, etc.

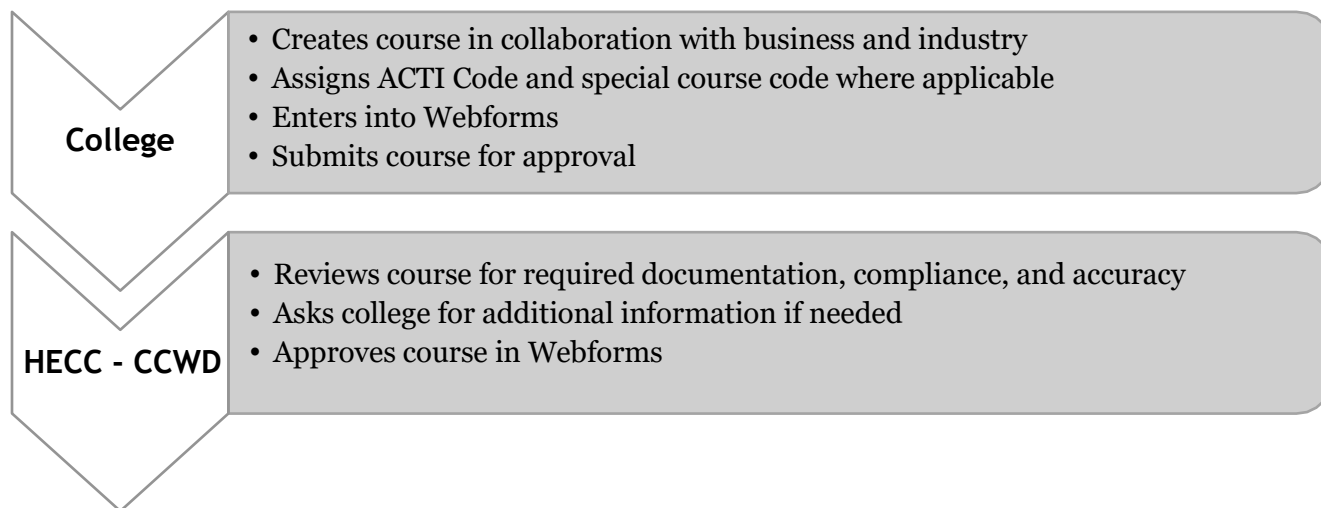
Submission Requirements

- 1. Must be entered into Webforms
- 2. Must follow all policy as stated in the [ACTI Code Policy Document](#).

Notes

- 1. Credit course updates
 - a. Promising practice: every three years or less

Visual



EXPERIMENTAL

Intent

1. Provides the college with flexibility to experiment and refine a course

Oregon Administrative Rule (OAR)

None

Overview

1. Courses that are built by the college by multiple offerings
2. Allows college to experiment with how the course is presented, taught, curricula used, etc.

Requirements

1. Course numbering
 - a. 199 or 299
 - b. Starts with prefix of discipline
 - c. If college has more than one Experimental course in a discipline, the college must assign further numbering. Example: ENG 199.a, ENG 199.b, ENG 199.c, etc.
2. Limitations
 - a. Offered up to three consecutive terms as they undergo changes and improvements with each offering
 - b. After being offered three consecutive terms, the course must
 - i. Be deleted as a course offering from the college or
 - ii. Be given a nonexperimental course number

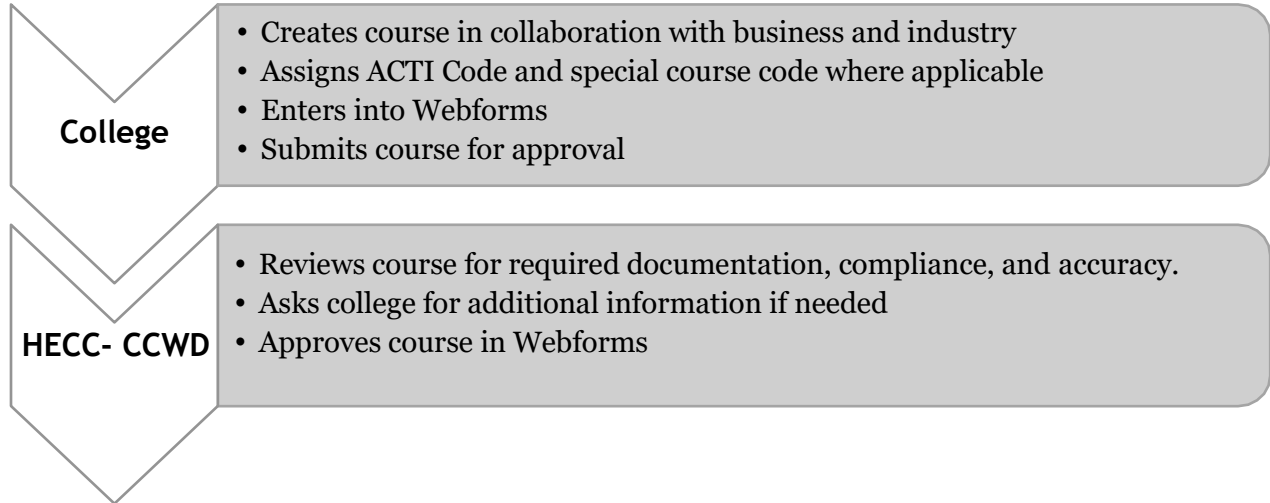
Submission Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



INDEPENDENT STUDY

Intent

1. Provides for independent study

Oregon Administrative Rule (OAR)

None

Overview

1. One-on-one learning with a faculty member
2. Study of content not otherwise included in program curricula

Requirements

1. Course numbering
 - a. 198 or 298
 - b. Starts with prefix of discipline
 - c. If college has more than one Experimental course in a discipline, the college must assign further numbering. Example: ENG 198.a, ENG 198.b, ENG 198.c, etc.

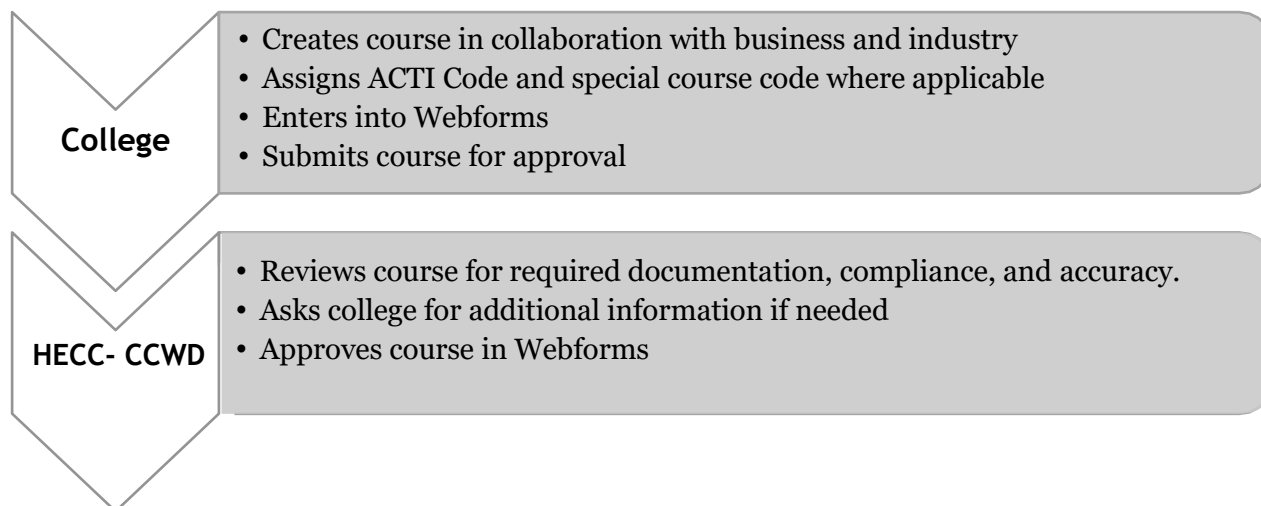
Submission Requirements

1. Must follow all policy as stated in the [ACTI Code Policy Document](#).

Notes

1. Credit course updates
 - a. Promising practice: every three years or less

Visual



OREGON ACTIVITY (ACTI) CODES TITLES, DEFINITIONS AND REQUIREMENTS

Revised November 18, 2021

ACTI Code	Title
100	Lower Division Collegiate
<p>OAR Definition</p> <p>OAR 589-006-0050 (36)</p> <p>Lower Division Collegiate (LDC) means collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer by Oregon's public higher education institutions.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses which are parallel to offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer at Oregon's four-year institutions.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Minimum contact hours: <i>Not eligible</i></p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Policy Reference & Notes</p> <p>Course numbering is between 100-299. Carries regular transfer credit/generally accepted for transfer at Oregon's public universities. May be part of any degree or program of study. Must be one of the following:</p> <ol style="list-style-type: none"> 1. Foundational (minimum of 3 credits) 2. Discipline studies (minimum of 3 credits) 3. Elective (any number of credits) <p>Health/Wellness/Fitness courses may be any number of credits, even if they are Discipline courses. Must transfer to at least two universities.</p>	

ACTI Code	Title
210	Career/Tech Preparatory
<p>OAR Definition</p> <p>OAR 589-006-0050 (41)</p> <p>"Occupational preparatory program" means a state-approved Career Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses that prepare persons for entrance into specific occupations or clusters of closely related occupations and which are part of a state approved career technical education program. Courses submitted must include name of associated parent program and/or course category at end of the description.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Minimum contact hours: <i>Not eligible</i></p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Minimum contact hours: 5 hours</p> <p>Maximum contact hours: 210 hours</p> <p>Policy Notes</p> <ol style="list-style-type: none"> 1. Must be associated with a state approved CTE program. 2. Designed for specific occupational employment. 3. Developed with the advice of employers. 4. Pre-approval required through CCWD. 5. Approved as part of an existing program or certificate. 6. Occupational preparatory courses must also meet the criteria outline in OAR 589-006-0300. 7. Governed by Oregon Administrative Rule. 8. Training is for entry into the workforce. 9. Courses are credit bearing. 10. Must align to FTE Guidelines credit-hour ratio. 11. Must also include student learning outcomes. 	

ACTI Code	Title
211	Standalone CTE Prep (Does not lead to a state approved certificate or degree)

OAR Definition

[OAR 589-006-0050 \(41\)](#)

"Occupational preparatory program" means a state-approved Career Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

Approved 2010 Affinity Group Description*

Courses that prepare persons for entrance into specific occupations or clusters of closely related occupations and which are independent and standalone separately from state approved career technical education program. ~~Must go through Adverse Impact process.~~ *Removed due to OAR change.

Noncredit eligibility

- Noncredit eligibility: **Eligible**
- Minimum contact hours: 1 hour
- Maximum contact hours: 210 hours

Credit Eligibility

- Credit eligibility: **Eligible**
- Lecture contact hours: Follow [FTE Guidelines](#)
- Lecture/Lab contact hours: Follow [FTE Guidelines](#)
- Lab contact hours: Follow [FTE Guidelines](#)
- Minimum contact hours: 5 hours
- Maximum contact hours: 210 hours

Policy Notes

1. Not a related certificate (CPCC, CCR, etc.).
2. Training for entry into the workforce.
3. The course may be transcribed by college.
4. Pre-approval required through CCWD.
5. College identifies CIP code and title for the proposed course.
6. May be offered for credit or non-credit – most often these are non-credit.
7. Courses are approved through CCWD.
8. Must also include student learning outcomes.

Stand-Alone occupational preparatory courses may not:

1. Be strung together to create new program without applying for a new program and going through program approval process as appropriate, *and*
2. be stand-alone supplementary, hobby, or recreational in nature.

ACTI Code	Title
220	Occupational Supplementary
<p>OAR Definition</p> <p>OAR 589-006-0050 (42)</p> <p>"Occupational supplementary program" refers to a Career Technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses that prepare person for employment stability and advancement in specific occupations or clusters of closely related occupations. Post-approval is allowed.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 1 hour</p> <p>Maximum contact hours: 210 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Minimum contact hours: 5 hours</p> <p>Maximum contact hours: 210 hours</p> <p>Policy Notes</p> <ol style="list-style-type: none"> 1. It is often closed/restricted enrollment for the current workforce (targeted employees or occupation). 2. Training purpose is for skills upgrades. 3. Post- approval from CCWD is allowed. 4. The course may be transcribed by the college. 5. Courses are approved through CCWD. 6. Staff Development is important for any organization to ensure continued high quality of service to its customers. College staff development activities and trainings are reimbursable. 7. Must also include student learning outcomes. <p>* Small Business Management and Farm Business Management contracts should be reported as one FTE (510 contact hours) per business per year, in the last quarter of the contract. This rule applies regardless of the number of students enrolled. Each business must be assessed, and a work plan written. There must be a contract that clearly indicates the number of contact hours with students, including all cooperative work experience hours, that totals 510 contact hours per year.</p>	

ACTI Code	Title
230	Career/Tech Registered Apprenticeship
<p>OAR Definition</p> <p>OAR 589-006-0050 (41)</p> <p>"Occupational preparatory program" means a state-approved Career Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses developed by a trade, craft or occupation that include instructional objectives and an outline of course content for related training and manipulative instruction. Uses APR course prefix.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 1 hour</p> <p>Maximum contact hours: 210 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Minimum contact hours: 5 hours</p> <p>Maximum contact hours: 210 hours</p> <p>Policy Notes</p> <p>OAR 589-007-0110</p> <p>Apprenticeship related training courses offered by community colleges will meet the same instructional standards and procedures as for other occupational supplementary and/or occupational preparatory courses offered by the community college.</p> <p>Courses developed by a trade, craft, union or occupation that include instructional objectives and an outline of course content for related training and manipulative instruction.</p> <p>Course prefix must start with APR, be a part of a Registered Apprenticeship Program and may be advertised in course catalog. Pre-approval is required through CCWD.</p>	

ACTI Code	Title
310	English as a Second Language
<p>OAR Definition</p> <p>OAR 589-006-0050 (44)</p> <p>"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses in basic English [communication] skills that prepare adults whose native language is not English to achieve English levels essential for work, further education, family self-sufficiency, and community and civic participation. The main focus of instruction is on listening comprehension, speaking, reading, writing, basic computer literacy, and critical thinking skills. Instruction is intended for students with educational functioning levels (EFLs) 1-6 in the skills taught.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 6 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Policy Notes</p> <p>OAR 589-006-0400</p> <p>Gives CCWD the authority to approve other educational courses.</p>	

ACTI Code	Title
320	Adult Basic Education

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

Courses that prepare adults with skills below the secondary level in reading, writing, mathematics, speaking/listening in English, basic computer literacy, and critical thinking skills. These courses differ from Adult Continuing Education: Workforce (363) because they focus on academic preparation rather than preparation for a specific workforce need. Instruction is intended for students with educational functioning levels (EFLs) 3-6 in the skills taught.

Noncredit eligibility

Noncredit eligibility: **Eligible**
 Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: **Eligible**
 Lecture contact hours: Follow [FTE Guidelines](#)
 Lecture/Lab contact hours: Follow [FTE Guidelines](#)
 Lab contact hours: Follow [FTE Guidelines](#)

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.

ACTI Code	Title
330	General Education Development/Adult Secondary Education

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

Courses that prepare adults with skills below the post-secondary level and who have not graduated from high school with the skills and knowledge needed for postsecondary education, secure employment, and community and civic participation. Instruction is intended for students with educational functioning levels (EFLs) 7-8 in the skills taught.

Noncredit eligibility

Noncredit eligibility: **Eligible**

Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: **Eligible**

Lecture contact hours: Follow [FTE Guidelines](#)

Lecture/Lab contact hours: Follow [FTE Guidelines](#)

Lab contact hours: Follow [FTE Guidelines](#)

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.

ACTI Code	Title
340	Adult High School
<p>OAR Definition</p> <p>OAR 589-006-0050 (44)</p> <p>"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Classes in which the sole purpose is to prepare students who have not graduated from high school to obtain an Adult High School Diploma or a diploma from a cooperating high school.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 6 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible (Listed in High School credits)</i></p> <p>Lecture contact hours: Minimum 6 hours</p> <p>Lecture/Lab contact hours: Minimum 6 hours</p> <p>Lab contact hours: <i>Eligible</i> if minimum contact hours are met in lecture or lecture/lab</p> <p>Policy Notes</p> <p>OAR 589-006-0400</p> <p>Gives CCWD the authority to approve other educational courses.</p> <p>Courses, when listed for credit, are listed in High School credits. The course must include at least six contact hours of instruction focused on a single topic. Approval of other education courses must follow the Office's other reimbursable course approval procedures.</p>	

ACTI Code	Title
350	Postsecondary Remedial (Listed as "Developmental Education") <i>Redefine as PSR RD or WR. Limit to below 100 level courses in reading and writing.</i>

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

Courses numbered below 100 in reading and writing.

Noncredit eligibility

Noncredit eligibility: ***Eligible***

Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: ***Eligible***

Lecture contact hours: Follow [FTE Guidelines](#)

Lecture/Lab contact hours: Follow [FTE Guidelines](#)

Lab contact hours: Follow [FTE Guidelines](#)

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.

Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.

ACTI Code	Title
351	Postsecondary Remedial Math
<p>OAR Definition</p> <p>OAR 589-006-0050 (44)</p> <p>"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses numbered below 100 in math.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 6 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Policy Notes</p> <p>OAR 589-006-0400</p> <p>Gives CCWD the authority to approve other educational courses.</p> <p>Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.</p>	

ACTI Code	Title
352	Postsecondary Remedial Electives
<p>OAR Definition</p> <p>OAR 589-006-0050 (44)</p> <p>"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses numbered below 100, not including reading, writing and math.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 6 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Eligible</i></p> <p>Lecture contact hours: Follow FTE Guidelines</p> <p>Lecture/Lab contact hours: Follow FTE Guidelines</p> <p>Lab contact hours: Follow FTE Guidelines</p> <p>Policy Notes</p> <p>OAR 589-006-0400</p> <p>Gives CCWD the authority to approve other educational courses.</p> <p>Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.</p>	

ACTI Code	Title
360	Adult Continuing Education - Other (<i>Unknown</i>)

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

ACE Courses that do not fall into other defined ACE ACTI Code Categories. These courses must be at least 6 contact hours in length.

Noncredit eligibility

Noncredit eligibility: ***Eligible***

Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: *Not eligible*

Lecture contact hours: *Not eligible*

Lecture/Lab contact hours: *Not eligible*

Lab contact hours: *Not eligible*

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.

Basic literacy skills. Languages, life skills, test preparation, use of technology. Supports areas of: Economy, education, civic engagement, social support and public safety (formerly Oregon Benchmarks). Needs instructor(s), syllabus, course outline, etc. Not prerecorded video or un-facilitated online course. Tracked through D4A. FTE audited every year.

ACTI Code	Title
361	Adult Continuing Education - Health and Fitness

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

Adult Continuing Education courses that are noncredit and focus on noncompetitive physical fitness and/or health courses that focus on the knowledge and skills that promote healthy lifestyles over a lifetime. These courses must be at least 6 contact hours in length.

Noncredit eligibility

Noncredit eligibility: ***Eligible***
 Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: *Not eligible*
 Lecture contact hours: *Not eligible*
 Lecture/Lab contact hours: *Not eligible*
 Lab contact hours: *Not eligible*

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.
 Health and fitness, Diet and nutrition, Stress management, Physical skills instruction. Yoga, Tai Chi, Qigong, etc. - IF: The focus of the course is on physical health and fitness supports areas of: Economy, education, civic engagement, social support and public safety (formerly Oregon Benchmarks). Needs instructor(s), syllabus, course outline, etc. Not prerecorded video or un-facilitated online course. Tracked through D4A. FTE audited every year.

ACTI Code	Title
362	Adult Continuing Education - Safety

OAR Definition

[OAR 589-006-0050 \(44\)](#)

"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs.

Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

Approved 2010 Affinity Group Description*

Adult Continuing Education courses that are noncredit and promote safe practices over a lifetime. These courses must be 6 hours in length.

Noncredit eligibility

Noncredit eligibility: *Eligible*
 Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: *Not eligible*
 Lecture contact hours: *Not eligible*
 Lecture/Lab contact hours: *Not eligible*
 Lab contact hours: *Not eligible*

Policy Notes

[OAR 589-006-0400](#)

Gives CCWD the authority to approve other educational courses.

Safety, Driver's education and motorcycle education, OSHA training, Chemical-handling, First aid and CPR, Childproofing your home, Emergency preparedness. These courses often look like Occupational Supplementary (ACTI 211), but they are open to the public. Supports areas of: Economy, education, civic engagement, social support and public safety (formerly Oregon Benchmarks). Needs instructor(s), syllabus, course outline, etc. Not prerecorded video or online courses that are not facilitated. Tracked through D4A. FTE audited every year.

ACTI Code	Title
363	Adult Continuing Education - Workforce
<p>OAR Definition</p> <p>OAR 589-006-0050 (44)</p> <p>"Other education courses" means general self-improvement courses intended primarily for adults and independent of Career Technical Education or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs. Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Adult Continuing Education courses that are open-enrollment based and noncredit that on the knowledge, skills and personal abilities people need to succeed in the workplace, increase life skills and engage in civic participation. These courses must be at least 6 contact hours in length.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: 6 hours</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/Lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Policy Notes</p> <p>OAR 589-006-0400</p> <p>Gives CCWD the authority to approve other educational courses.</p> <p>Basic literacy skills pertaining to employment. Languages that pertain to the workplace Life skills that pertain to the workplace test preparation, not the actual testing session. Use of technology in the workplace Supports areas of: Economy, education, civic engagement, social support and public safety (formerly Oregon Benchmarks). Tracked through D4A. FTE audited every year.</p>	

ACTI Code	Title
510	Non-Reimbursable: Other
<p>OAR Definition</p> <p><i>None</i></p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses that do not meet the intent of other course definitions or are under 6 contact hours.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: No minimum</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/Lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Policy Notes</p> <p>Not eligible for FTE reimbursement.</p>	
511	Nonreimbursable: Hobby and Recreation

ACTI Code	Title
<p>OAR Definition</p> <p>"Recreational course" means any directed activity in which individuals participate with the purpose of engaging in physical activity, except those activities which focus on physical fitness or which directly relate to the initial skill development of physical activities in which individuals could reasonably be expected to participate during most of their adult lives.</p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses taken for enjoyment which result in physical activities that individuals could reasonably be expected to participate in during most of their adult lives, those which result in the collection of objects or the production of works. These courses are not eligible for FTE reimbursement.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: No minimum</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/Lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Policy Notes</p> <p>Not eligible for FTE reimbursement.</p>	
512	Nonreimbursable: Other/Admin

ACTI Code	Title
<p>OAR Definition</p> <p><i>None</i></p> <p>Approved 2010 Affinity Group Description*</p> <p>Courses that do not meet the intent of other course definitions or are under 6 contact hours. This course code is reserved for courses that the colleges want to track for administrative purposes.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>Eligible</i></p> <p>Minimum contact hours: No minimum</p> <p>Maximum contact hours: No maximum</p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/Lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Policy Notes</p> <p>Not eligible for FTE reimbursement.</p>	

513	N/A
<p>OAR Definition</p> <p><i>None</i></p> <p>Approved 2010 Affinity Group Description*</p> <p>This code is used by CCWD for courses deemed Nonreimbursable during the FTE Audit.</p> <p>Noncredit eligibility</p> <p>Noncredit eligibility: <i>n/a</i></p> <p>Minimum contact hours: <i>n/a</i></p> <p>Maximum contact hours: <i>n/a</i></p> <p>Credit Eligibility</p> <p>Credit eligibility: <i>Not eligible</i></p> <p>Lecture contact hours: <i>Not eligible</i></p> <p>Lecture/Lab contact hours: <i>Not eligible</i></p> <p>Lab contact hours: <i>Not eligible</i></p> <p>Policy Notes</p> <p>Only for use by the Office of Community Colleges and Workforce Development (CCWD).</p>	

REQUIREMENTS FOR DEGREES AND CERTIFICATES

PROGRAM APPROVAL GENERAL INFORMATION & APPROVAL PROCESS

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(1\)](#)

"Academic standard of achievement" means demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard, which is normally noted through an academic transcript record maintained by the college.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(28\)](#)

"Direct control" means the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through management and supervision by faculty and institutional administrators.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(47\)](#)

"Program approval" means the process by which the local community college Board of Education and the Commission determine that a program has met the applicable program standards and requirements of the board and Commission or its designee.

[OAR 589-006-0050 \(49\)](#)

"Recognition award" means an award given to a student by a community college for completion of a state-approved course or courses or for attendance and participation in workshops or seminars. Recognition awards may not be called "certificates of completion" or "certificates" and may not be included on the official student transcript.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0050 \(54\)](#)

"State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission.

Approval Process - Transfer Degrees

Oregon's 17 community colleges are pre-approved to offer transfer degrees and are not entered into the program and course approval system, Webforms. Learn more at the [Transfer Website](#).

Bachelor of Applied Science (BAS)

The Bachelor of Applied Science is a collaborative process that takes a varying amount of time to reach approval status.

[Applied Baccalaureate Programs](#)

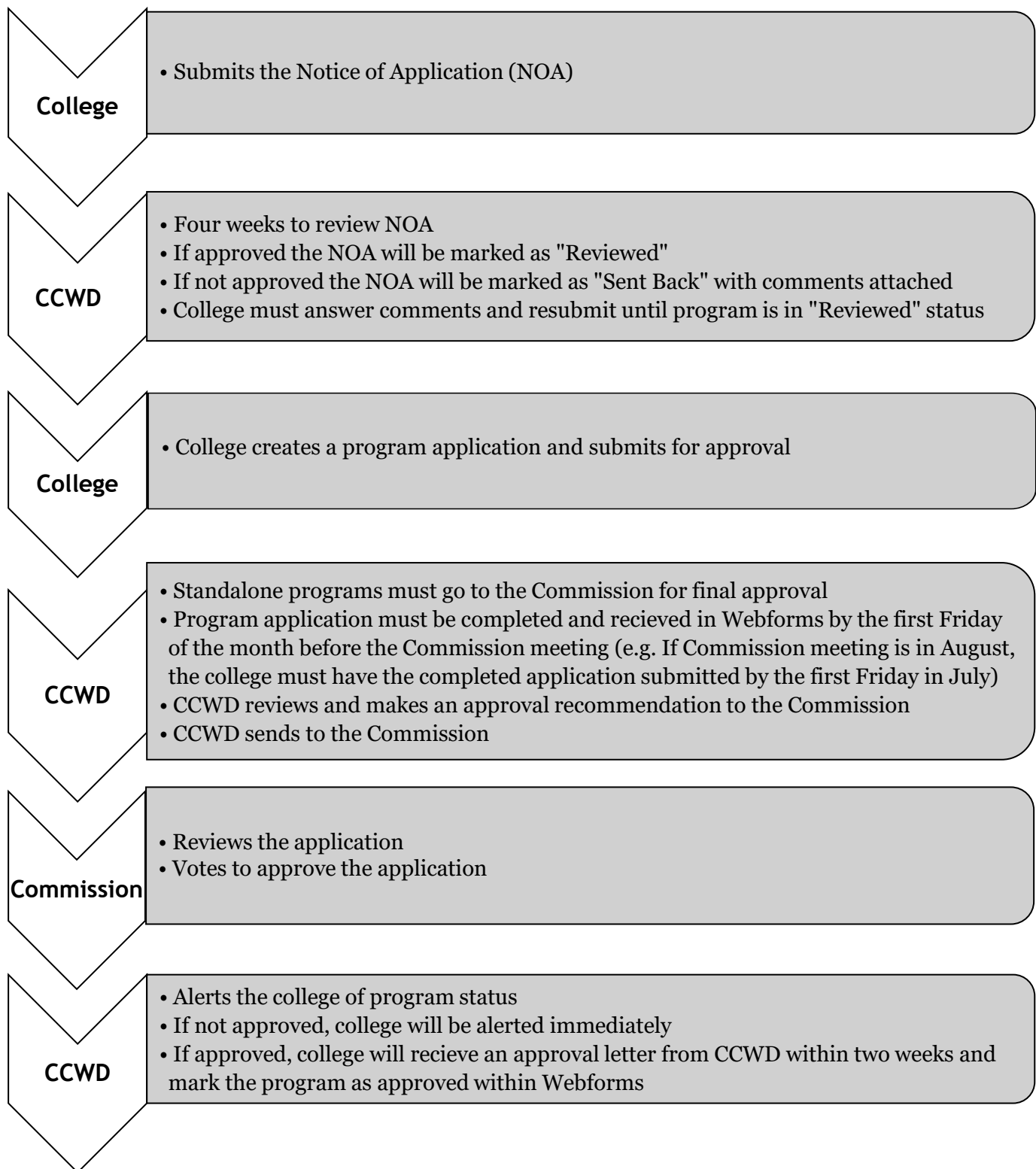
[Program Submission](#)

[Applied Baccalaureate Policy and Process Flow](#)

Types of Degrees and Certificates: Awards in Webforms

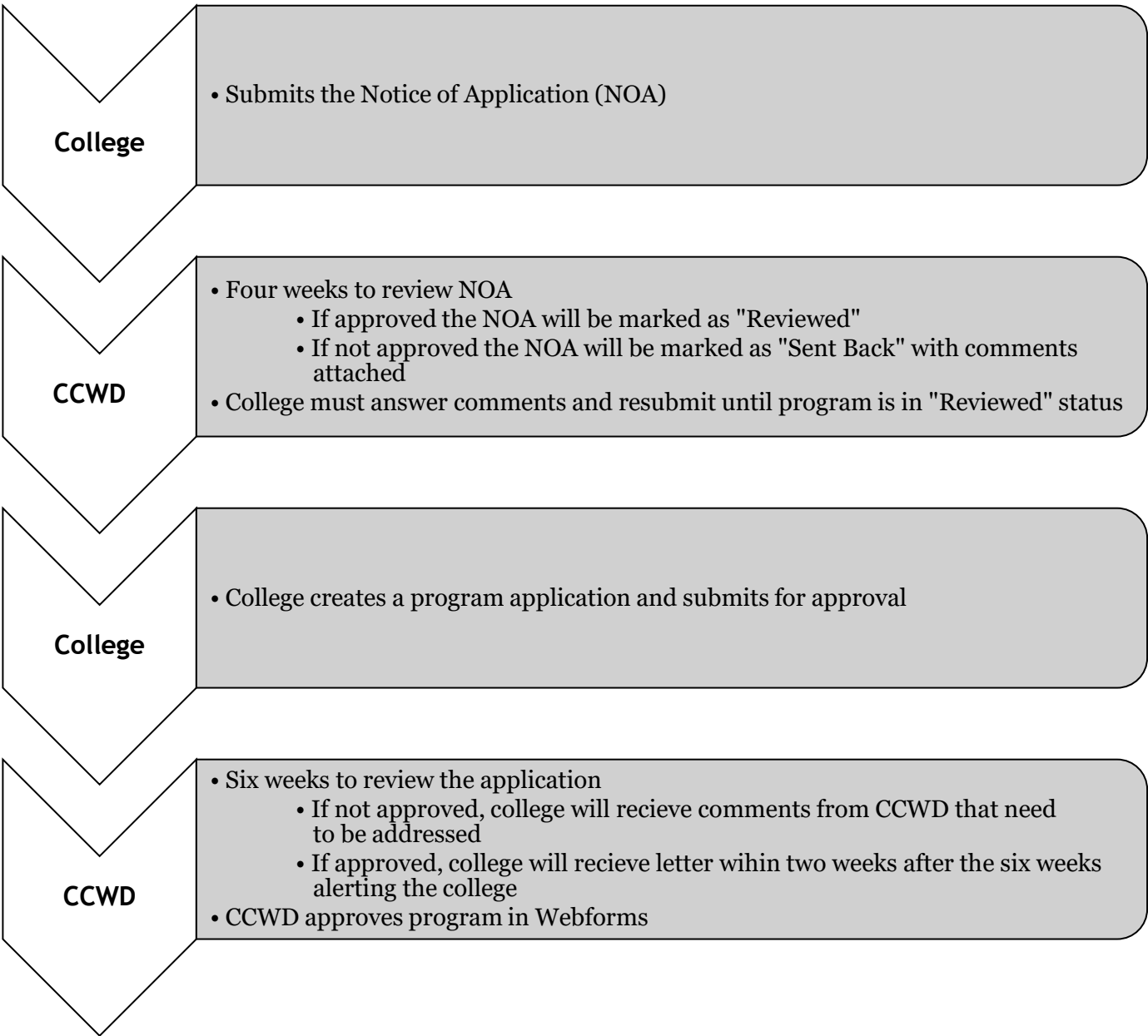
AAS (Associate of Applied Science)	SAAS (Statewide Associate of Applied Science)	BAAS (Business & Industry Associate of Applied Science)	AB (Applied Baccalaureate)
AASO	SCC	BCC	BAS
CC	SCC1	BCC1	(Bachelor of Applied Science)
CC1	SCCO	BCC0	
CC0	SCC2	BCC2	
CC2	SC1R	BC1R	
CC1R	SCoR	BCoR	
CCoR	SCR	BCR	
CCR	SC2R	BC2R	
CC2R	SCPC		
CPCC			
NCTC			
CEST			
COST			

Associate of Applied Science and Standalone Certificates Process



Standalone	Credit Range
CC, SCC, BCC	(12-30)
CCo, SCo, BCo	(31-44)
CC1, SCC1, BCC1	(45-60)
CC2, SCC2, BCC2	(61-108)
AAS, SAAS, BAAS	(90-108)

Related and Other Programs Process



Related and Other	Credit Range
CPCC, SCPC	(12-45)
CCR, SCR, BCR	(12-30)
CCoR, SCoR, BCoR	(31-44)
CC1R, SC1R, BC1R	(45-60)
CC2R, SC2R, BC2R	(61-108)
AASO	(90-108)
NCTC	18-210 Hours
EST	(12-44)
OST	(36-65)

STANDARDS AND RESOURCES

Higher Education Coordinating Commission Program Approval Standards

Overview

In 2002, the State Board of Education (SBE) charged CCWD to revise and update the program approval standards for career and technical education programs (formerly known as professional technical education) programs.

Through the work of a statewide taskforce, five standards were identified and approved by the Oregon SBE. These standards were transitioned to and adopted by the Higher Education Coordinating Commission (HECC) in 2014.

Standard A - Need

The community college provides clear evidence of the need for the program

See “Labor Market Information” after Standard E.

Program Elements

- The program need is clearly indicated by labor market research based on current, valid, and reliable information, statistics and forecasts.
- The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
- The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.

Guiding Questions

- Why is this program necessary?
- Does the workforce data show that the proposed program is needed?
- Can training be provided without creating a new program?
- What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?
- What career pathways, employment opportunities and further educational opportunities exist for students who complete the program?

Standard B - Collaboration

The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies

Program Elements

- The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
- Advisory committees Apprenticeship committees/trusts
- Business/industry associations or alliances

- Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
- Part-time faculty from industry
- Customized training and development departments
- Partners/co-applicants in college led grant activities
- The program has been developed through joint ventures and significant systemic working relationships with educational partners
- The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

Guiding Questions

- Who are your key constituents and how have they helped you design your program?
- What resources are your constituents contributing or sharing?
- What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
- Who in the college community has been involved in planning?
- Are there any national constituents involved in the design and resource sharing?
- How will this program help meet your partners' needs?

Standard C - Alignment

The community college is aligned with appropriate education, workforce development, and economic development clusters.

Alignment is the demonstrable outcome or produce of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or get credit for proficiency. In PK 20 systems, students can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

Program Elements

- Program is aligned with appropriate PK-20 educational programs and related activities.
- Program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state appointed task forces, the Workforce Investment Board, business, and industry associations, and HECC priorities.
- The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities identified.
- The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area

Guiding Questions

- How have key constituents been meaningfully and systemically involved in the development of the proposed program?

- What other programs could provide benefit for your students if the instruction and outcomes were aligned with this new program?
- Is your program meeting important education, workforce development, and economic development activities and priorities?
- How does this program fit into Oregon’s educational initiatives?
- How does this program fit into the larger context of workforce educational needs and state and national initiatives?
- Are there articulation agreements in place for students from high school to receive college credit?
- Are there articulation agreements in place for program credits to be transferred to other colleges?
- What professional certifications will the students receive because of the instruction?

Standard D - Design

The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Design involves program admission procedures, instructional methodologies, student assessments, learning outcomes, student follow-up processes, performance indicators, program evaluation, and all other aspects of the program of study.

Program Elements

- The program has the curriculum, instruction, and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic, and career and technical exit proficiencies and clearly documented program and learner outcomes needed for success in the field of study for the occupational area.
- CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education.
- The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
- The instructional methods used reflect current research in education and training practices, (e.g., authentic instruction and assessment, problem and project base learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles).
- The program has the capacity to gather data regarding successful student transition into work, four-year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.

- The college and program affirmatively provide access, accommodations, flexibility and additional/supplemental services for special population and protected classes of students, including student with disabilities, ELL/LEP students and minority students.

Guiding Questions

- Is the program designed to meet the need stated in Standard A?
- Are the learner outcomes clearly identified and targeted to the identified needs of students?
- Is the program designed so that the student can participate in a learning community?
- Does the student have an opportunity to construct his own learning experiences?
- What assessment will be used to place student in the appropriate courses?
- Are the times and length of instruction appropriate for working adults?
- How do all aspects of the program lead to student achievement and successful transitions?
- How will data be collected and use to determine student success and improve the program?
- Are there related internships, work study and part time employment opportunities for students?
- How are career and employment information and counseling incorporated?
- Are tutoring and mentoring incorporated?
- How is academic and technical rigor addressed?

Standard E - Capacity

The community college identifies and has the resources to develop, implement, and sustain the program

The capacity needed will be largely determined by the need and design of the proposed program. The college must have the resources to offer the proposed program without negatively impacting existing approved programs. Capacity may also reflect financial and in-kind resources contributed by partners.

Program Elements

- The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- There are sufficient and accessible facilities, instructional materials, and equipment for the program.
- Financial resources are adequate for the implementation and continued operation of the proposed program.
- Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.

Guiding Questions

- What impact will this program have on current school programs and budgets?

- What is the student to teacher ratio?
- Will the course fees support the costs of instruction; if not, how will other revenue be generated?
- What additional facilities or tools, supplies and equipment required?
- What in-kind and financial resources are available from key partners?
- Is team teaching being utilized to manage the needs of instructional personnel?
- What opportunities have been identified to extend student learning beyond the classroom?

Labor Market Information

Oregon Administrative Rules (OAR)

[OAR 589-006-0100\(7\)\(f\)](#)

(7) To meet the approval standards of the Commission, associate degree and associate degree option programs must:

(f) Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.

[OAR 589-006-0100\(8\)\(g\)](#)

(8) Meet the approval standards by the Higher Education Coordinating Commission, certificate of completion programs must include:

(g) Meet or exceed the Commission program approval standards and criteria.

Overview

In 2002, the State Board of Education (SBE) charged the Office of Community Colleges and Workforce Development (CCWD) to revise and updated the [program approval standards for career and technical education programs](#). Through the work of a statewide taskforce, five standards (Need, Collaboration, Alignment, Design and Capacity) were identified and approved by the Oregon SBE. These standards transitioned to and were adopted by the Higher Education Coordinating Commission (HECC) in 2014.

The Higher Education Coordinating Commission requires all standalone programs to contain current labor market information to prove the need of the program. Standalone programs are programs with any of the following awards:

- Associate of Applied Science (AAS)
- Certificate of Completion (CC)
- Certificate of Completion (CCo)
- Certificate of Completion 1 year (CC1)
- Certificate of Completion 2 year (CC2)
- Statewide Associate of Applied Science (SAAS)
- Statewide Certificate of Completion (SCC)
- Statewide Certificate of Completion (SCCo)
- Statewide Certificate of Completion 1 year (SCC1)
- Statewide Certificate of Completion 2 year (SCC2)
- Business Associate of Applied Science (SAAS)
- Business Certificate of Completion (SCC)
- Business Certificate of Completion (SCCo)
- Business Certificate of Completion 1 year (SCC1)
- Business Certificate of Completion 2 year (SCC2)

Understanding and Locating the “Need” Information

Occupation profiles provide an array of information about an occupation such as: projected employment, wages, skills, education requirements, related occupations, and more. The report uses statistical information by region, gathered by economists at the Oregon Employment Department. This report answers all components of HECC Approval Standard A – Need. Once you have determined the correct occupation(s) that best align with the degree or certificate of completion, you can move forward in generating the Occupation Profiles report that contains the below information. (See Occupation Profiles Report “How To” document)

Description

The provided description will give you the widely understood definition of the occupation. This is important for statewide alignment.

State of Oregon Licenses & Certifications

This clearly states what Licenses are required and who is the License Authority.

Wage Range

The wage range shows us range in the state compared to the range in the region selected. This data provides evidence of competitive wages in the region and state. The [Data Sources and Limitations for Occupational Wages](#) used to create these estimates came from the Occupational Employment Survey that samples more than 6,000 business establishments per year, taking three years to fully collect the sample of more than 18,000 establishments.

Employment Outlook

The employment outlook is in two sections: Statewide Employment Analysis, and Area Employment Analysis. These are both important as they convey the state outlook in both areas clearly showing if the degree or certificate will be useful in and outside of the region in the future.

Area Employment Projections

This statistical projection shows the estimated future openings and growth change in the area for this occupation.

Industries of Employment

This clearly shows the estimated employment in the industries.

Educational Requirements

Educational requirements are called out by: Knowledge, Skills, Abilities, and Detailed Work Activities. This section shows the specific educational requirements needed for this occupation. Including these unique requirements is a way to show that the certificate or degree is needed as no other degree or certificate currently offered included all these requirements.

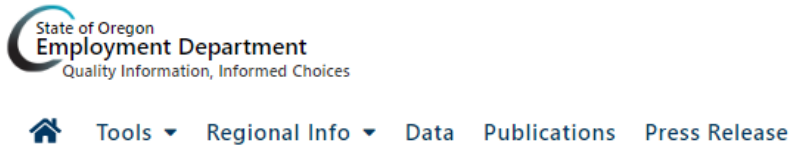
Schools and Training Providers

This section other providers of the occupation in the State of Oregon by name, location and what training programs are offered.

Occupation Profiles Report How-To Guide

This document is a guide on how to obtain an Occupation Profile Report from the [State of Oregon's Labor Market Information tools](#).

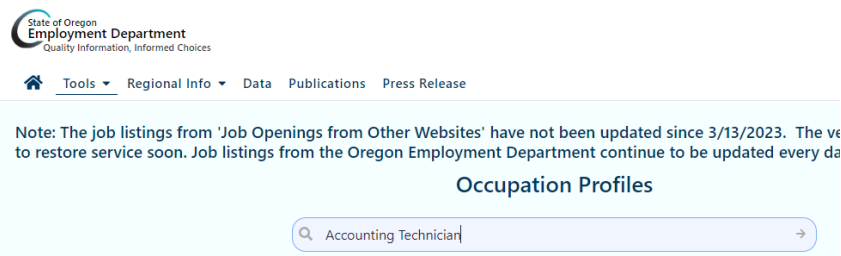
1. Once you are on the State of Oregon Employment Department website, you will navigate to the “Tools” menu, located on the top left of the main website page.



2. Under the “Tools” menu, you will select “Occupation and Wage Information”, which is currently the second link located under the subtitle “Careers”



3. In the search bar under the “Occupation Profiles” subtitle, you will enter the program title or intent into the Occupation Profiles search field and select “search”.



4. Select the “Expand All” option near the top of the available links.

Occupation Profiles

**Bookkeeping, Accounting, and Auditing Clerks
Oregon (All Counties)**

Median Hourly Wage	2021 Employment	Job Openings
\$23.47	23,142	2,462

Description

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Excludes “Payroll and Timekeeping Clerks” (43-3051).

+ Expand All

5. Navigate to “Print” located on the upper right-hand corner and save the report as a PDF.

State of Oregon
Employment Department
Quality Information, Informed Choices

Search

Home Tools Regional Info Data Publications Press Release

Note: The job listings from 'Job Openings from Other Websites' have not been updated since 3/13/2023. The vendor for these listings is expected to restore service soon. Job listings from the Oregon Employment Department continue to be updated every day.

Occupation Profiles

**Bookkeeping, Accounting, and Auditing Clerks (433031)
Oregon (All Counties)**

Median Hourly Wage	2021 Employment	Job Openings per Year	10-Year Growth
\$23.47	23,142	2,462	0.6%

Description

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Excludes “Payroll and Timekeeping Clerks” (43-3051).

- Collapse All

- Job Openings Listed with the Oregon Employment Department for Bookkeeping, Accounting, and Auditing Clerks

Bookkeeping, Accounting, and Auditing...

6. You will then attach the PDF report to the Standalone and Career Pathway Programs.

Career Pathways

Part of Standard A: Need, is showing wage progression for completers. This area helps to illustrate what Career Pathway Certificates of Completions are available to help the student progress in the field.

Related Occupations

An occupation may be comprised of multiple sub-occupations or can lead to related occupations. This is the area to locate these occupations and show how this occupation relates to others in the field.

What happens when the Occupation Profiles report is missing information or if the information does not accurately reflect the occupation in the degree or certificate of completion?

There are a few times when the occupation information for an area is not populated at the regional level, or the occupation report combines two occupations whose wages or outcomes are very different in your area. How does the college move forward?

The college looks up the occupation and there is no existing data for the region. A Supplementary Occupation Profiles report form has been created to answer this need. The college will populate the form using information from their local workforce, industry/business partners, and/or calling the Oregon Employment Department. The Supplementary Occupation Profiles report is submitted *in addition* to the Occupation Profiles report. IF the college is part of a larger region where the information is available, that report will suffice.

The Occupation Profiles report's structure mirrors that of the federal government. This creates seamless reporting across the nation; however, this can cause confusion as a college attempts to locate an occupation. The federal government groups certain occupations together. An example is the combining of Emergency Medical Technicians and Paramedics. In these cases, the college will need to fill out the Supplementary Occupation Profiles report form.

Generating the Occupational Profiles Report and the Supplementary Profiles Report

[Occupational Profiles Report How to Guide](#)

[Supplementary Occupation Profiles Form](#)

Program And Course Approval Resource Links

[Academic Program Approval for Oregon Community Colleges](#)

[FTE Guidelines](#)

[Oregon Award Definitions and Codes](#)

[Oregon ACTI Codes – Titles, Definitions and Requirements](#)

CAREER AND TECHNICAL EDUCATION DEGREES AND CERTIFICATES

Bachelor of Applied Science (BAS)

Applied Baccalaureate Policy and Process Flow

Intent

The Applied Baccalaureate Policy Process Flow document is a companion document to the Policy Guide: Proposal for New Applied Baccalaureate Programs located on [HECC's Applied Baccalaureate web page](#).

The intent of this document is to give colleges a:

- visualization of key components,
- step by step view of the process, and
- clarity of expectations.

Process

The flow chart provides the 3 phases of approval for an Applied Baccalaureate degree in Oregon.

Phase One: Statement of Need

Phase Two: Notice of Application (Program Proposal)

Phase Three: Final Program Approval (Submission into Webforms)

Phase One - Applied Baccalaureate Degree

Complete and Submit Statement of Need, Supply and Demand, and Transmittal Cover Page.

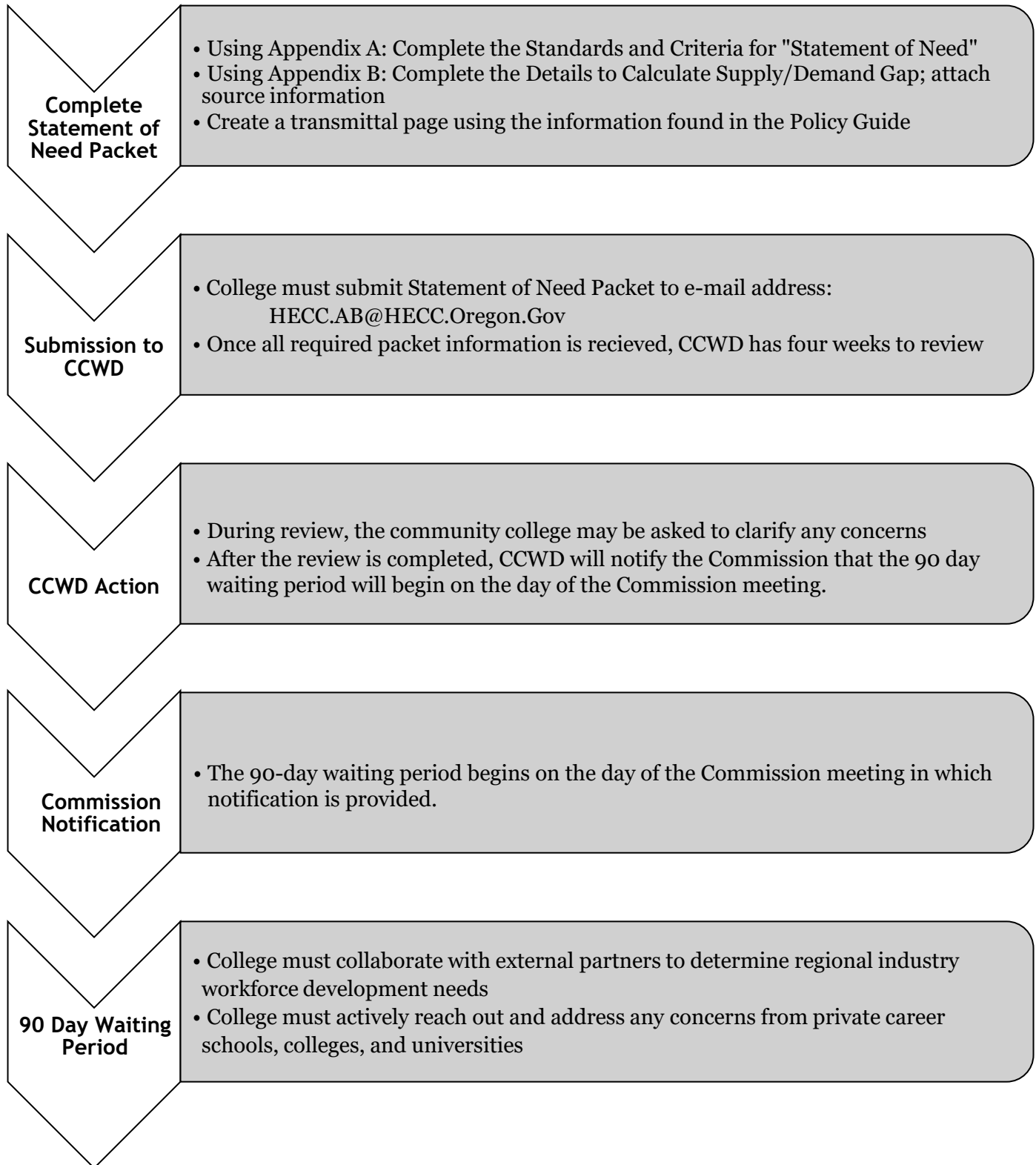
Supporting Documents:

[Appendix A in the Policy Guide: Proposals for New AB Programs](#)

[Appendix B in the Policy Guide: Proposals for New AB Programs](#)

[Transmittal Page in the Policy Guide: Proposals for New AB Programs](#)

Visual - Supporting Documents



Phase Two: Applied Baccalaureate Degree

Notice of Application (Program Proposal)

Supporting Documents:

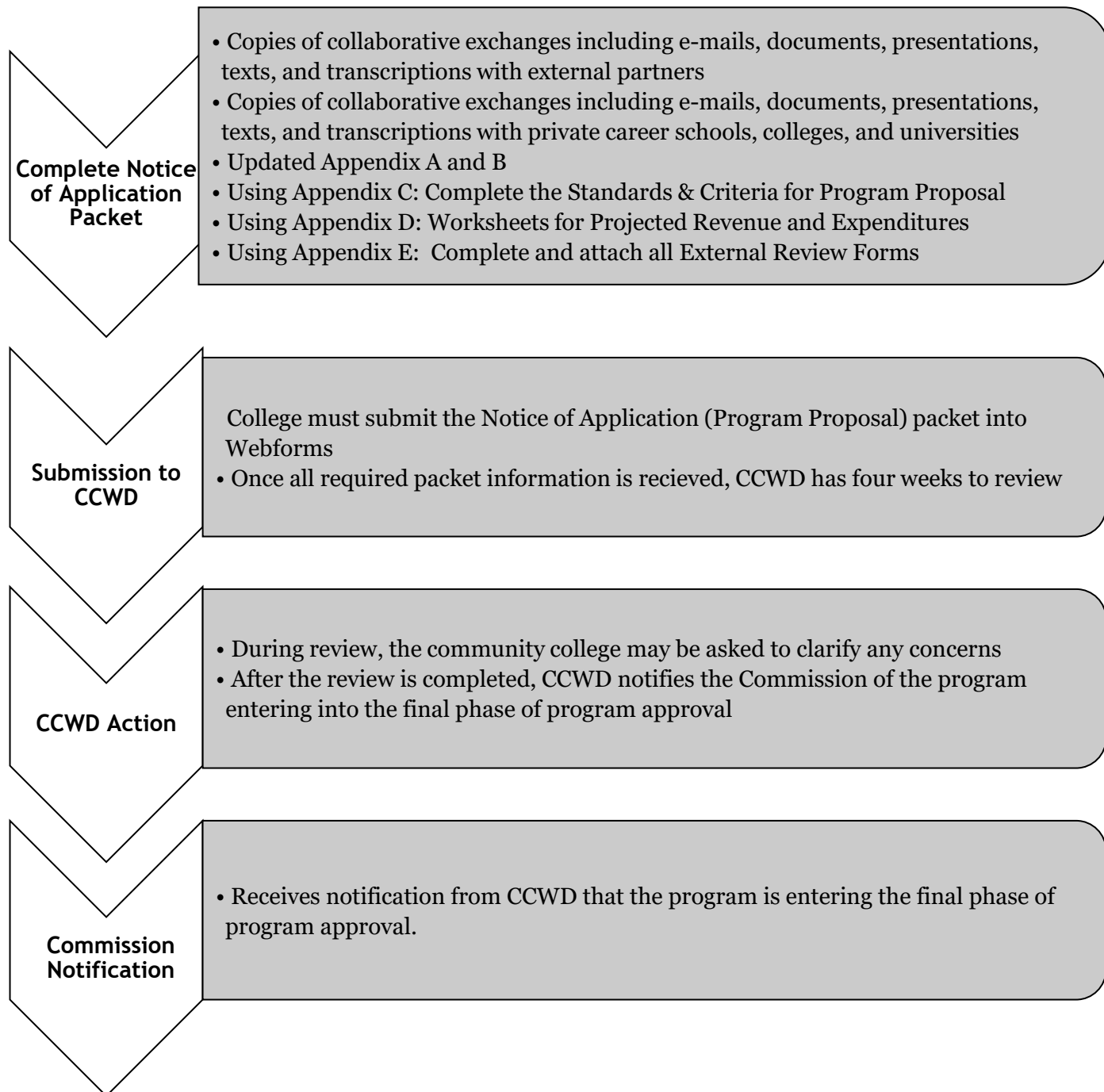
[Appendix A in the Policy Guide: Proposals for New AB Programs](#)

[Appendix B in the Policy Guide: Proposals for New AB Programs](#)

[Appendix C in the Policy Guide: Proposals for New AB Programs](#)

[Appendix D in the Policy Guide: Proposals for New AB Programs](#)

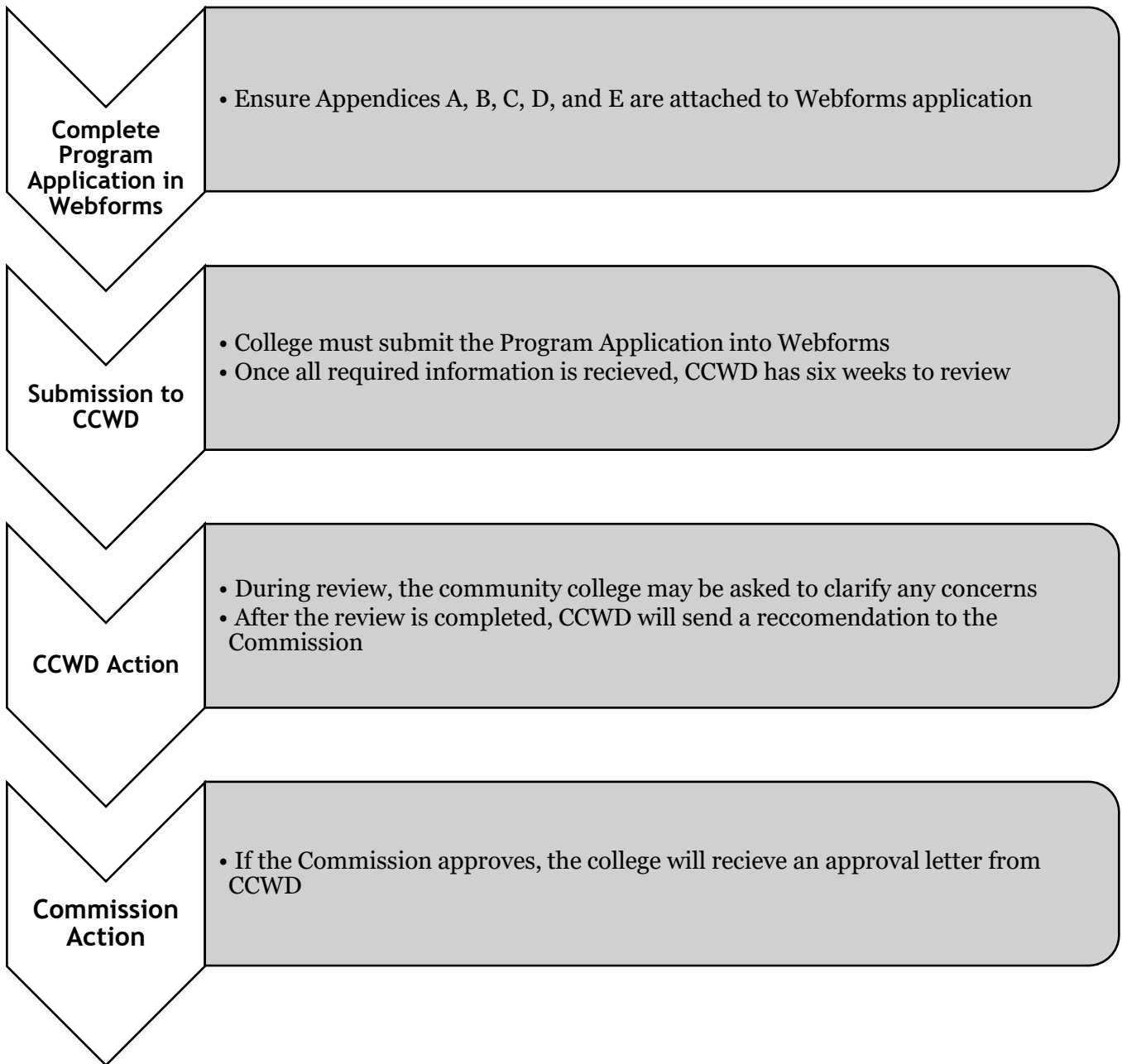
[Appendix E in the Policy Guide: Proposals for New AB Programs](#)



Phase Three: Applied Baccalaureate Degree

Final Program Approval (Submission into Webforms)

Visual - Supporting Documents



Notes

None

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(2; 11\)](#)

“Applied baccalaureate degree” refers broadly to an applied bachelor’s degree designed to incorporate Associate of Applied Science or Associate of Science courses or degrees with an appropriate complement of additional upper-division academic and technical coursework. Upon satisfactory completion, students are awarded a Bachelor of Applied Science which indicates completion of a course of study approved by the community college board and the Commission or its designee.

“Bachelor of Applied Science” is a state-approved baccalaureate degree designed to incorporate applied associate courses and degrees with additional upper-division coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills.

[OAR 589-006-0100 \(4\)](#)

Applied baccalaureate programs offered by community colleges culminate in the award of the Bachelor of Applied Science degree. Each applied baccalaureate degree program shall conform to the specific degree requirements as identified in the Approval Procedures.

[OAR-006-0100 \(7-9\)](#)

(7) Each request for approval to offer an applied baccalaureate program shall be made according to the process, timeline and criteria outlined in the Approval Procedures and as specified by Oregon Revised Statutes.

(a) To meet the criteria of ORS 350.075(3)(g), the commission shall ensure that approved programs:

Are consistent with the mission statement of the community college;

Do not unnecessarily duplicate academic programs offered by Oregon’s other community colleges or public universities;

Are not located in a geographic area that will cause undue hardship to Oregon’s other community colleges or public universities; and

Are allocated among Oregon’s community colleges and public universities to maximize the achievement of statewide needs and requirements.

(b) To meet the criteria of ORS 341.013, the Commission shall ensure that approved programs:

Describe the program to be offered;

Describe the method by which the program will be created, including any necessary accreditation by the relevant accrediting agency or agencies;

Document local unmet workforce needs that will be addressed by offering the program; and

Document that the community college has the expertise, resources and student interest necessary to make the program successful.

(8) A proposed applied baccalaureate degree program must be approved by the Commission. The Commission shall approve a proposed applied baccalaureate degree program if:

(a) the community college submits all of the information and documentation required under subsections 7(a) and 7(b) above; and

(b) Meets or exceeds the local community college board of education program approval standards; and

(c) Meets or exceeds the Commission's program approval standards and criteria.

(9) To meet the approval standards of the Commission, applied baccalaureate programs must:

(a) Require no more than 180 total credits for degree completion.

(b) Have a program design that accommodates first-time students who may start by seeking an Associate of Applied Science (AAS), as well as students returning to school who may already possess a relevant AAS or have made significant progress toward a relevant AAS or Associate of Science degree.

(c) Demonstrate occupational focus and be designed to help fill specific labor market needs within targeted professional and technical fields, with professionals that participate that assist in program design.

(d) Have a recognizable core of general education or related instruction with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and means to assess learning.

(e) Have an established standard of academic achievement; and

(f) Meet or exceed the local community college board of education program approval standards; and

(g) Meet or exceed the Commission's program approval standards.

ASSOCIATE OF APPLIED SCIENCE (AAS)

Intent

See OAR 589-006-0050 (4) below.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(4\)](#)

"Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

The Associate of Applied Science (AAS) degree is earned through Career and Technical Education (CTE) instructional programs. Career and technical education must integrate technical career skills and proficiencies with academic content; must prepare students to enter the workplace; must allow for access to further educational opportunities; and prepare students for training.

Requirements

1. Must be between 90-108 credits.
2. Must include a recognizable core of general education courses or related instruction.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. All courses must be Collegiate Level Work.
8. Electives may vary according to the degree program and workforce needs.

Submission Requirements

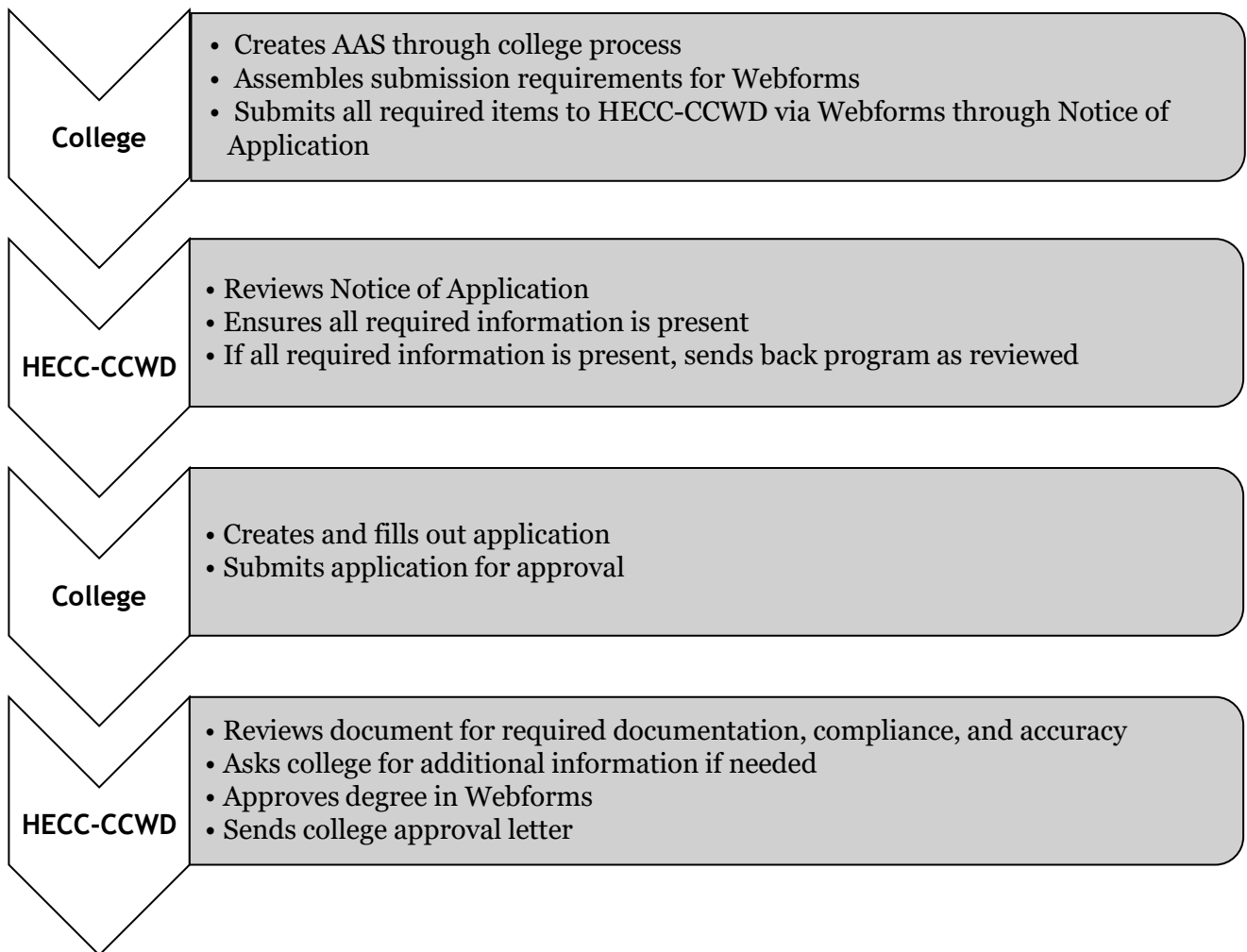
Only one award may be submitted per application

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Attached Occupational Profile Report
4. Attached Supplemental Occupational Profile Report (If Occupational Profile Report is not 100%complete)
5. Promising Practices
6. Attach Employer Advisory Board list

Program Application Online Submission

1. All fields filled in the online application
2. HECC Program Approval Standards completed
 - a. See “HECC Program Approval Standards” for guiding questions and program elements
3. Promising Practices
 - a. Attach meeting minutes that approve the program
 - b. Attach any information that will inform CCWD about this program

Visual



ASSOCIATE OF APPLIED SCIENCE OPTION (AASO)

Intent

See OAR 589-006-0050 (5) below.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(5\)](#)

A transcribed specialization within a state approved AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

An Option is created from an existing AAS degree, allowing for a specialized focus.

Example:

A community college currently offers an Automotive AAS degree. The local automotive businesses request that a specialized degree be created where the student would focus on Honda specific mechanical needs. The community college may change up to 30% of the Automotive Degree they currently offer to give students the opportunity to “specialize” in Honda vehicles. The name of this new degree is Automotive: Honda AASO.

Requirements

1. Must be between 90-108 credits.
2. Must include a recognizable core of general education courses or related instruction.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. All eligible courses must be Collegiate Level Work.
8. Must be composed of at least 70% of the base AAS.
9. The CIP code may be different than the base AAS degree program if the Option is a reasonable and recognizable specialization of the base AAS degree.
10. The base AAS for the option must be maintained, active and in approved status.
11. The option title may be identified on a student’s transcript and degree, but only as an addition to the base AAS degree program title (i.e., Business Management: Finance).
12. Electives may vary according to the degree program and workforce needs.

Submission Requirements

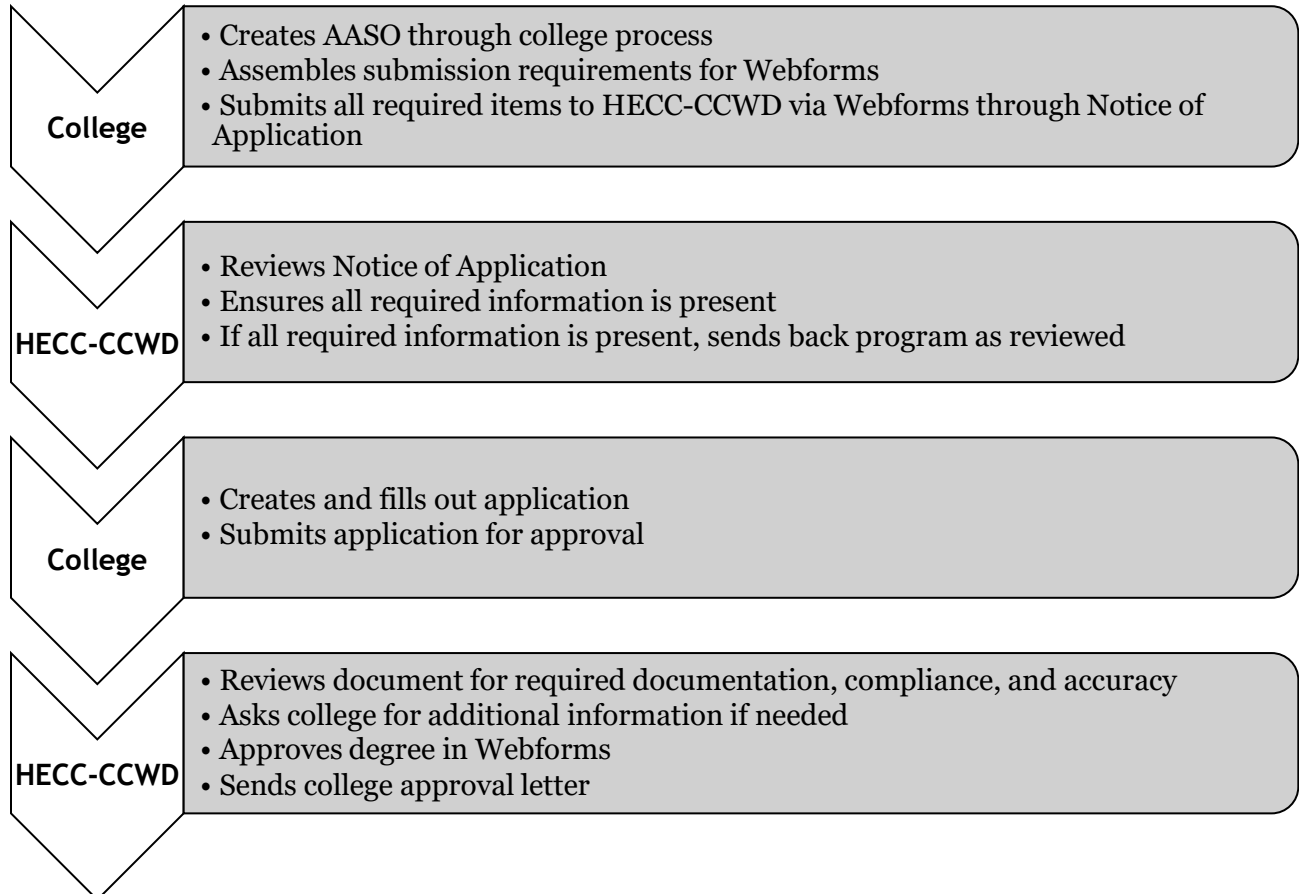
1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Occupational Profile Report - Attached
4. Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete) - Attached
5. Promising Practices
6. Attach Employer Advisory Board list

Program Application Online Submission

1. All fields filled in the online application
2. HECC Program Approval Standards completed
 - a. See “HECC Program Approval Standards” for guiding questions and program elements
3. Promising Practices
 - a. Attach meeting minutes that approve the program

Attach any information that will tell CCWD about this program.

Visual



CAREER PATHWAY CERTIFICATE OF COMPLETION APPROVAL PROCESS

Intent

See OAR 589-006-0050 (14) below.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(14\)](#)

"Career Pathways Certificate of Completion" is a certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates are a collection of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree option, or an Independent Certificate of Completion (with at least 45 credits). A Career Pathways Certificate also has a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

1. Acknowledges and provides specific technical skill proficiencies and competencies tied to a specific occupation or job (in demand in local or state economies) to help a student qualify for a job or enhance employment opportunities.
2. Provides a credential for a segment of a program.
3. Assures alignment with base program.
4. Provides the flexibility to achieve specific competencies within an aligned career path or CTE Program of Study.
5. Meets financial aid requirements (12 credits) only as part of an approved AAS Degree, AASO Degree Option or Certificate of Completion (45+ credits.)
6. May be, but are not necessarily, part of a CTE Program of Study or Community College Career Pathway

Requirements

1. Must include established standards of academic achievement, (i.e., grade point average).
2. Meet or exceed the local community college board of education program approval standards.
3. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
Include a designation of the occupation, career or career area as a component of the award title.
5. Wholly contained in an approved AAS Degree, AASO Degree or Certificate of Completion (45+ credits.)
6. Show an industry and labor need.
7. Comprised of a collection of credits that range from 12 to 44.
8. Assures alignment with base program by requiring the first 4 CIP Digits (XX.XX) be the same. If the first 4 CIP Digits (XX.XX) do not match the base degree and/or certificates, a letter from the

college's Vice President of Instruction or Chief Academic Officer must be included in the application request. See submission requirements.

9. Developed in collaboration with an employer advisory board.
10. All eligible courses must be Collegiate Level Work

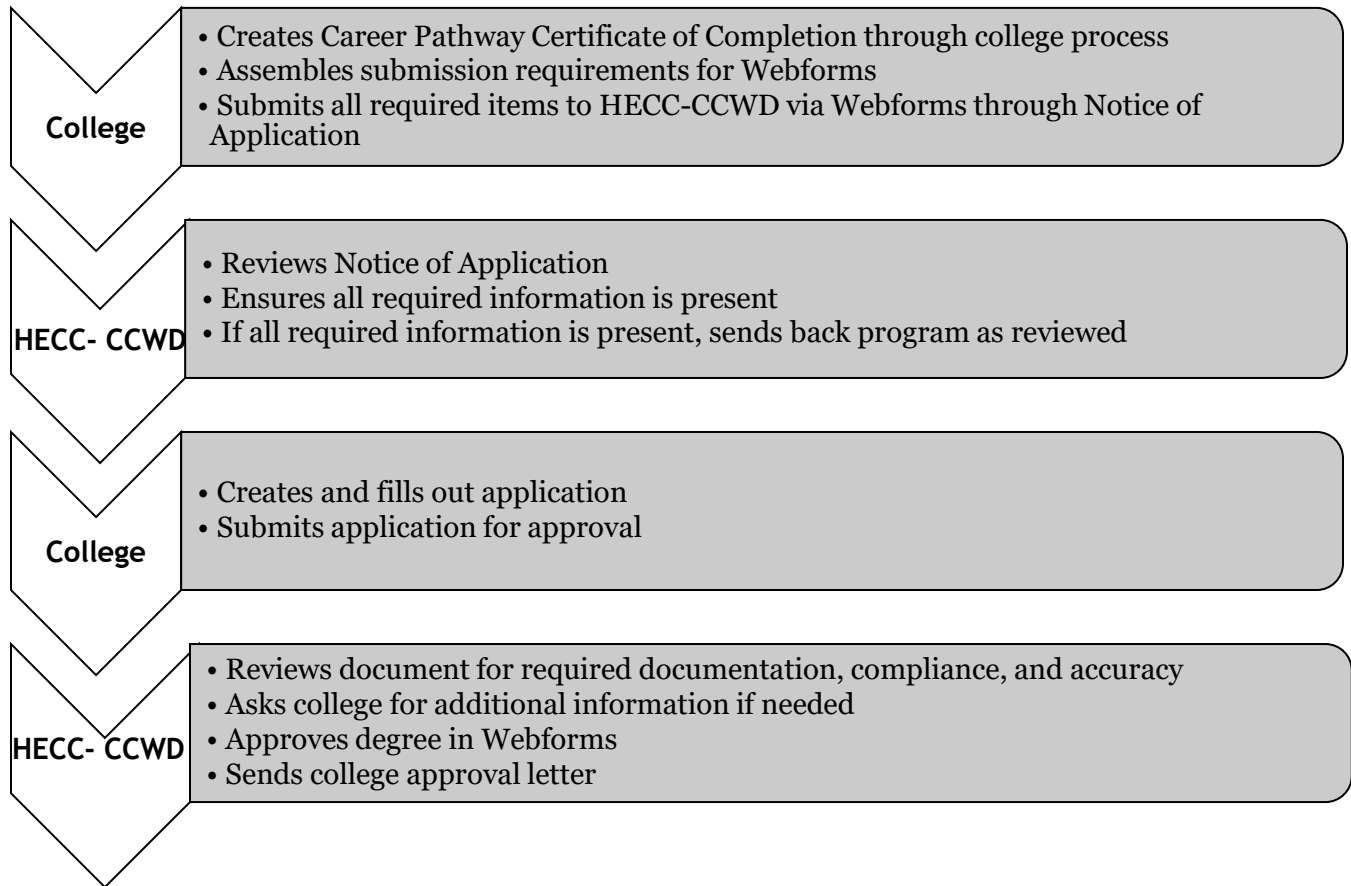
Submission Requirements

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Occupational Profile Report
4. Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete)
5. Employer Advisory Committee list
6. Promising Practices
 - a. Attach any information that will tell CCWD about this program

Program Application Online Submission

1. All fields filled in the online application
2. HECC Program Approval Standards
 - a. See "HECC Program Approval Standards" for guiding questions and program elements
3. Promising Practices
 - a. Attach meeting minutes that approve the program
 - b. Attach any information that will tell CCWD about this program

Visual



CERTIFICATE OF COMPLETION

Intent

See OAR 589-006-0050 (17) below.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(17\)](#)

"Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

Certificate of Completion certificates range from 12 to 108 credits, and in clock hours from 180 – 1,350. These certificates can be either independent or related.

Independent	Credit Range	Related	Credit Range
CC	(12-30)	CCR	(12-30)
CCo	(31-44)	CCoR	(31-44)
CC1	(45-60)	CC1R	(45-60)
CC2	(61-108)	CC2R	(61-108)

The term “certificate” may not be used for recognition/attendance awards and/or to imply equivalence to a Certificate of Completion.

Requirements

1. The award must match the credit range above.
2. Must include a recognizable core of general education courses or related instruction courses for programs one-year or more in length.
3. Must include established standards of academic achievement, (i.e., grade point average).
4. Meet or exceed the local community college board of education program approval standards.
5. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.
6. Include a designation of the occupation, career or career area as a component of the award title.
7. Demonstrate occupational content leading to employment.

8. All eligible courses must be Collegiate Level Work.
9. Electives may vary according to the degree program and workforce needs.
10. In addition to the above related certificates must:
 - a. Be wholly contained in the base program that is in good standing and in approved status.
 - b. NOT contain general education electives.
 - c. Be identified by the same first four digits of the base program CIP code.
 - d. Prepare students for the same occupational field.

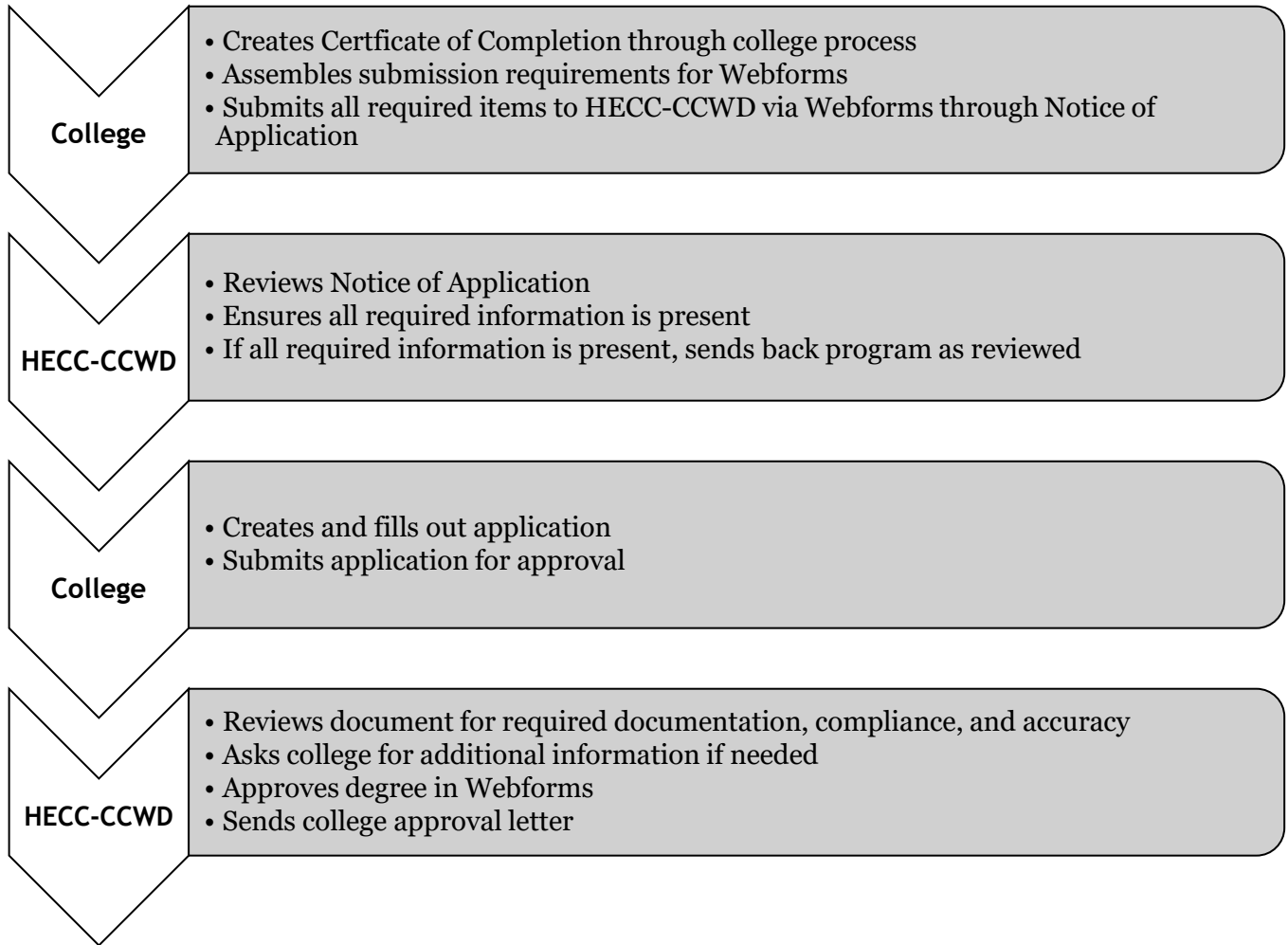
Submission Requirements

1. Notice of Application Online Submission
 - a. All fields filled in the online notice
 - b. Independent Certificate: Occupational Profile Report - Attached
 - c. Independent Certificate: Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete) - Attached
 - d. Promising Practices
 - i. Attach Employer Advisory Board list
 - ii. Occupational Profile Report for Related Certificates.

Program Application Online Submission

- a. All fields filled in the online application
- b. HECC Program Approval Standards
 - i. Independent Certificates complete: See “HECC Program Approval Standards” for guiding questions and program elements
 - ii. Related Certificates: The college may skip filling out the Program Approval Standards, but must put in each standard “See (insert the name of the program) Program Approval Standards
- c. Promising Practices
 - i. Attach meeting minutes that approve the program
 - ii. Attach any information that will tell CCWD about this program
 - iii. Related Certificates: Complete HECC Program Approval Standards

Visual



NONCREDIT TRAINING CERTIFICATES (NCTC)

Intent

See OAR 589-006-0050 (17) below.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(40\)](#)

"Non-credit Training Certificate" (NCTC) is a certificate that is made up of either a single noncredit course or a group of noncredit courses. The NCTC must be between 18 and 210 hours in length and requires at least one assessment of measurable outcomes or mastery of learning or knowledge. The NCTC must also be transcribed.

[OAR 589-006-0050 \(16\)](#)

"Career Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate-level if used to fulfill a requirement in a bachelor of applied science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

[House Bill 2410 \(2015\)](#) changed existing statutory language to allow community colleges to develop and issue noncredit training certificates. A community college must follow procedures established by the Higher Education Coordinating Commission (HECC) to ensure that the course meets an occupational employment need and fulfills a regional educational need.

Noncredit training certificates provide documentation of skill attainment for entry-level positions in a wide variety of industries. They also serve as a gateway to the resources of college, allowing less-skilled workers to attain a college credential. Segments of the workforce are increasingly seeking ways to document competencies and job skills, and many occupational fields value a workforce credential over academic documentation for initial job placement as well as for promotion or advancement. College-sponsored certification programming can also allow for credentialing to be earned in an area where there is no readily available industry standard.

Requirements

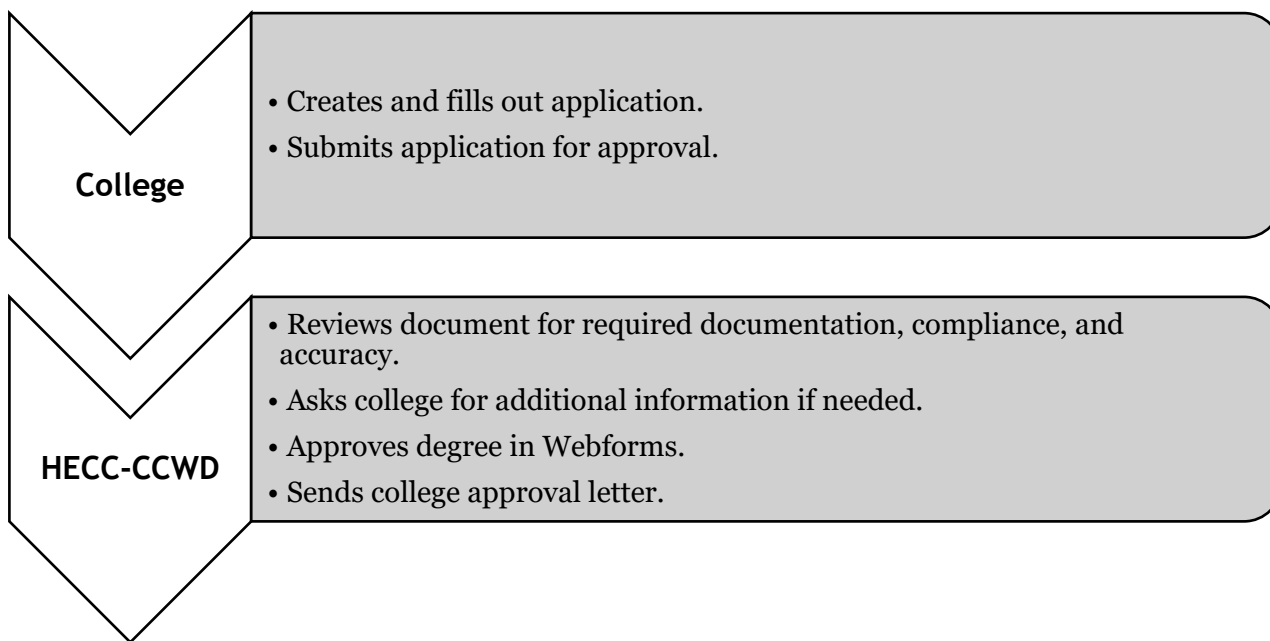
1. Rigor: The rigor will be determined at the institutional level but will follow a standardized process. "Attendance only" classes will not qualify for the training certificate categorization. In order to qualify for a training certificate, there must be an assessment of measurable outcomes or mastery of learning and knowledge. Assessments include, but are not limited to, quizzes, exams, written assignments, participation, projects, or activity or demonstration of skills. The rigor must be modeled on national education and industry training benchmarks.
2. Certificate is made up of either one course or a combination of courses.
3. Certificate is a minimum of eighteen (18) hours of instruction up to a maximum of 210 hours for all courses combined.
4. Course(s) must be noncredit.
5. Course(s) must include at least one (1) assessment of measurable outcomes or mastery of learning and knowledge.
6. Certificate must include at least one (1) outcome.
7. Certificate must be transcribed by the institution.

8. Chief Academic Offices, Vice President of Instruction or equivalent must validate standards prior to submission of certificate application.
9. Certificate requires pre-approval by the Office of Community Colleges and Workforce Development through Webforms.
10. In Webforms, the 7th CIP must be coded using the “#” symbol.

Submission Requirements

1. Program Application Online Submission
 - a. All fields filled in the online application
 - b. Promising Practices
 - i. Attach meeting minutes that approve the program
 - ii. Attach any information that will tell CCWD about this program
 - iii. Complete HECC Program Approval Standards

Visual



OTHER CERTIFICATES

EMPLOYMENT SKILLS TRAINING CERTIFICATE

Intent

The Employment Skills Training Certificate of Completion provides opportunities for individual students to receive a state-approved certificate of completion of an individualized 12-44 credit program that leads to the skills and knowledge necessary for employment in an occupation or career area. It provides an avenue for colleges to offer individualized programs for students that can be included on the Statewide List of Eligible Training Providers list.

The Employment Skills Training (EST) Certificate of Completion program is intended to serve as a beginning point for students in preparation for a job or to get a better job while opening the door to further education to expand their employment opportunities. The current provisional two-year State Board of Education approval of the statewide EST program establishes the requirements and design parameters and identifies the process to be used by community colleges to utilize a combination of approved courses and develop individual student EST programs to prepare for entry into a specific occupation.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

A community college is required to submit an individual application and receive HECC/CCWD approval to offer the EST certificate of completion program. All components of an individual EST program must be developed by and under the direct control of the college. An EST program will not be utilized to circumvent local college and state program approval processes. A college may advertise that it offers the Employment Skills Training (EST) certificate of completion that allows the development of personalized occupational preparation programs for individual students. It may provide examples of the types of training possible, to include only those programs for which the college has received approval to offer by HECC/CCWD. Personalized EST programs are to be developed based upon the assessed needs of individual students, are not to be prepackaged programs, and may not pose any adverse impact or detrimental duplication issues for any existing programs.

Requirements

Program Content

1. Each individual student's EST program shall demonstrate the content rigor and assessment parameters of other college programs.
2. All a community college's state-approved collegiate level credit courses are eligible to be included in the programs for the individual student plan.
3. Courses included in the program must be collegiate-level work. Developmental courses may be included as prerequisites to the program but are not a part of the EST program itself.

As a part of the student's individual plan, an EST program may include structured work experience (cooperative work experience) at a ratio of no more than 4 credits for each 15 credit hours.

Program Access

1. Students entering the program could be full-time or part-time.
2. The proposed program would be open entry/open exit, allowing students to begin and end any term of the academic year.

Comprehensive Assessment

A college's EST program must include a comprehensive component to determine the current interests and needs for prospective EST students in relationship to the knowledge and skills needed for success in their chosen occupational fields.

Articulated Credit for Further Education

A college is expected to articulate individual student Employment Skills Training Certificate of Completion programs with existing certificate of completion and Associate degree programs for "next step" planning and future mobility.

The EST Plan Individualized for Each Student

1. Training plans are developed based upon the assessed goals, needs, interests, abilities, and aptitudes of each student.
2. Training plans are developed in consultation with the student, faculty, program director, and when applicable, a cooperative work experience employer.
3. An EST training plan will be developed for each student that will include:
 - a. Student Occupational Goal
 - b. The occupational goal for the student (usually a specific occupation or career).
 - c. Employment Opportunities
 - i. An analysis of the available labor market information which describes the employment opportunities in the occupation/career selected to assure that employment opportunities are available in the area where the student will be employed.

Competencies Required for Employment
 - iii. A listing of the knowledge, skills, aptitudes and attitudes needed for success in the chosen field (task lists, industry standards, etc.)
4. Student Assessment
 - a. The results of an appropriate assessment of the student's goals and interests; abilities and aptitudes; and academic, technical, workplace basic and other skills and knowledge.
5. Personal Development Competencies
 - a. A personal development plan for each student that relates the student's assessment to the proficiencies needed for success in the chosen field.
6. Prior Learning
 - a. If applicable, a plan for obtaining credit for prior learning.
 - b. EST Program of Study - A program of study (courses and credits, timeframes, total credits for program etc.) for the student that clarifies the courses and other experiences needed by the student to obtain the skills and knowledge needed to enter employment.

7. Cooperative Work Experience
 - a. A description of any cooperative work experience (CWE) included within the program will be identified with specific proficiencies to be gained through the CWE experience.
8. Case Management and Success Monitoring
9. A case management component shall be utilized that will track student achievement through the program of study.

Career Ladders/Next Steps Plan

A “Next Steps” plan shall be developed for each student that will identify the relationship between the individual plan for the student and credit toward other college certificate of completion and degree programs.

Support Services Plan

A support services component shall be included that will clarify the support services that are available for the student during the program (transportation, childcare, counseling, college advising, financial aid, job-search assistance, learning accommodations etc.)

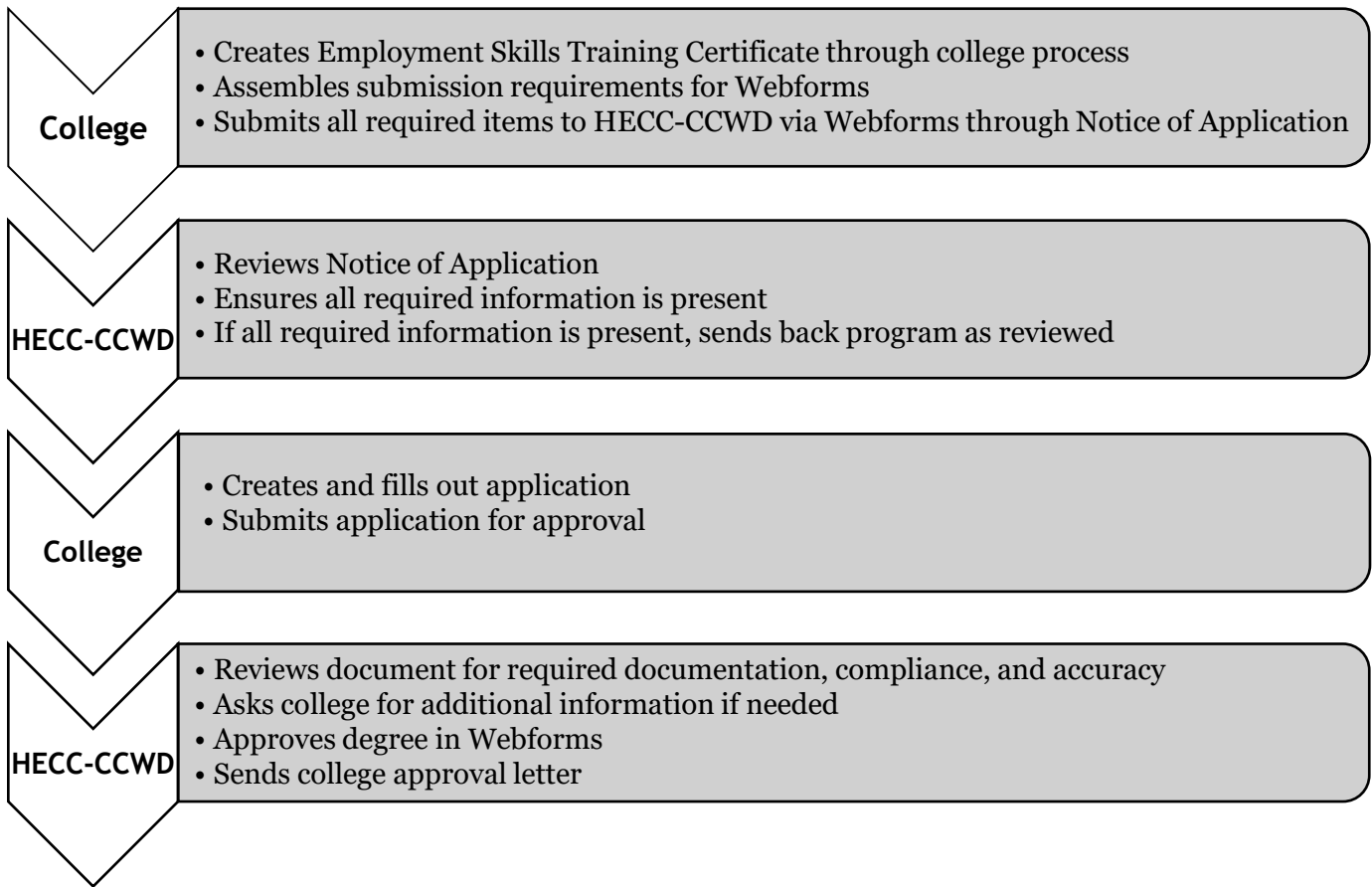
Funding Source

Source(s) of program funding for the student (WIA Individual Training Account, Personal Funding, Grants, etc.).

Submission Requirements

1. Notice of Application Online Submission
2. All fields filled in the online notice
3. Program Application Online Submission
4. All fields filled in the online application
5. HECC Program Approval Standards
6. These are not required for OST certificates. In the fields, write OST Certificate.
7. Promising Practices
8. Attach meeting minutes that approve the college’s intent to offer the individualized OST certificates.
9. Attach any information that will tell CCWD about this program

Visual



Occupational Skills Training Certificate

Intent

The Occupational Skills Training (OST) Certificate program is an individualized career training opportunity focused on learning on a job site. These trainings offer students the ability to earn college credits while providing them the opportunity to design a career path that accommodates their occupational goals, abilities, skills, and interests. The individual career plan must incorporate work site (hands-on) learning and may also include related classroom instruction as necessary to allow the student to pursue a career path toward gainful employment. The OST meets the employment training needs of a community and an individual where there is not enough “need” to create on-going programs.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(16\)](#)

"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.

[OAR 589-006-0050 \(19\)](#)

"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis, and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree, associate degree or option, or certificate of completion program.

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(45\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

[OAR 589-006-0050 \(51\)](#)

"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation, and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

[OAR 589-006-0100](#)

General Community College Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science, and Applied Baccalaureate Programs.

Overview

The OST Certificate is intended to serve as a beginning point for students to prepare for a job or to get a better job while opening the door to further education to expand their employment opportunities. Programs are to be developed based upon the assessed needs of individual students and are not to be pre-packaged programs of study. Occupational Skills Training is not intended to pose an adverse impact to other college or career school programs, but to meet community and workforce needs for small numbers of qualified personnel in a wide variety of career and technical areas.

Most training goals can be met, providing they meet the following criteria.

There is a current labor market need for the job being sought.

There is an appropriate training site available in the community.

The program is open-entry/open-exit (Students can start at any time in the term) to maximize educational opportunities.

Model For OST Design

Criterion	Parameters
Total Credits Allowed	(36-65)
Financial Aid Eligible	Yes
General Education/Related Instruction	Required If Program Includes 45+ Credits. May Be Imbedded in Worksite Component
Supervised Work-Site Learning Credits Required	Minimum Of 20
Minimum Program Time	2-3 Terms

Requirements

1. Courses included in the program must be collegiate-level work. Developmental courses may be included as prerequisites to the program but are not a part of the certificate programs.
2. All components of an individual OST plan must be developed by and under the direct control of the college.
3. Each individual student's OST program shall demonstrate the content rigor and assessment parameters of other college programs.
4. All a community college's state-approved collegiate level credit courses are eligible to be included in the programs for the individual student plan.
5. An OST program will not be used to circumvent local college and state program approval processes.
6. Students entering an OST program could be full time or part time.
7. Each plan is developed based upon the assessed goals, needs, interests, abilities, and aptitudes of each student.
8. Each plan is developed in consultation with the student, faculty, and other interested participants who may be part of the student's vocational planning team.
9. Each plan must have a means of providing regular, ongoing monitoring and evaluation of student progress in partnership with the student, the work site supervisor and other interested participants who may be part of the student's vocational plan.
10. Each student is graded in accordance with their college's grading policy. Each student's plan should include the following:
 - a. Occupational Goal
Labor Market Review
 - c. Student Assessment
 - d. Program of Study describing skills and knowledge needed to enter employment
11. A college is expected to articulate each individual student's OST plan appropriately with existing certificate of completion and Associate degree programs for "next step" planning and future mobility.
12. A college is only required to have ONE OST approved in the Oregon's Program and Course Approval System, Webforms.

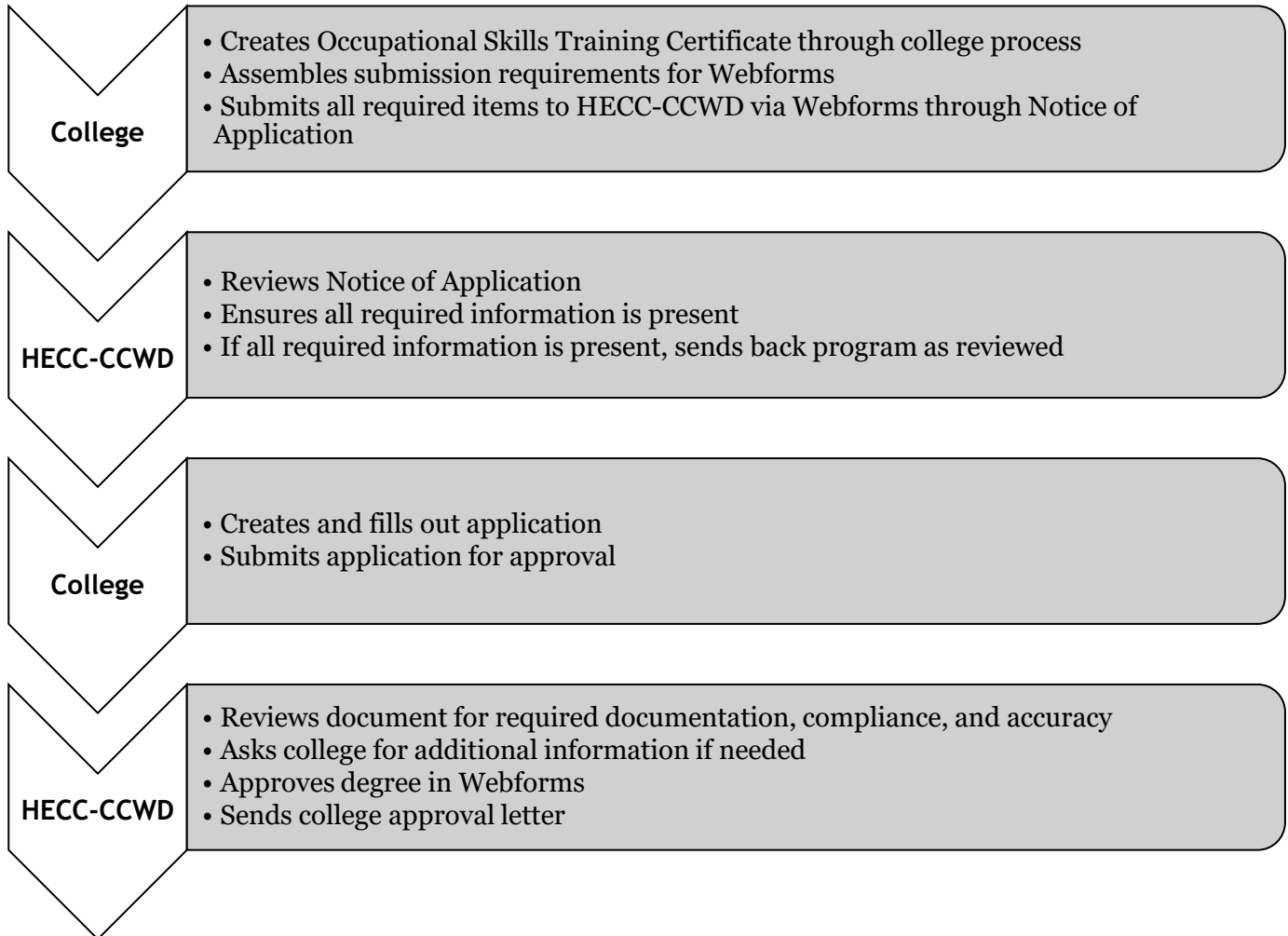
Submission Requirements

1. Notice of Application Online Submission
 - a. All fields filled in the online notice
2. Program Application Online Submission
 - a. All fields filled in the online application
 - b. HECC Program Approval Standards
 - i. These are not required for OST certificates. In the fields, write OST Certificate.

c. Promising Practices

- i. Attach meeting minutes that approve the college's intent to offer the individualized OST certificates.
- ii. Attach any information that will tell CCWD about this program

Visual



STATEWIDE DEGREES AND CERTIFICATES

STATEWIDE CONSORTIA (CTE)

Intent

A consortium leads the development and management of Higher Education Coordinating Commission (HECC) approved statewide certificates and degrees in collaboration with the Office of Community Colleges and Workforce Development (CCWD). Participating community colleges and educational providers, in collaboration with business/industry partners, agree to abide by consortium by-laws, HECC standards and assurances, and policy requirements of the program approval process. A statewide program is not necessarily offered at every community college. For example, Emergency Medical Technician (EMT) Associate of Applied Science (SAAS) degree is a statewide program but not every Oregon community college offers it.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(53\)](#)

"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.

Consortium Definitions

Lead College

The college that is responsible for coordinating the statewide consortium. A second lead college may be selected to share the responsibilities. Coordination responsibilities must be outlined in the consortium by-laws.

Consortium Chair

The designated member who oversees consortium meetings and represents the consortium with partner affinity groups. The consortium chair may also hold the role of lead college. A second chair may be selected to share the responsibilities.

Participating College

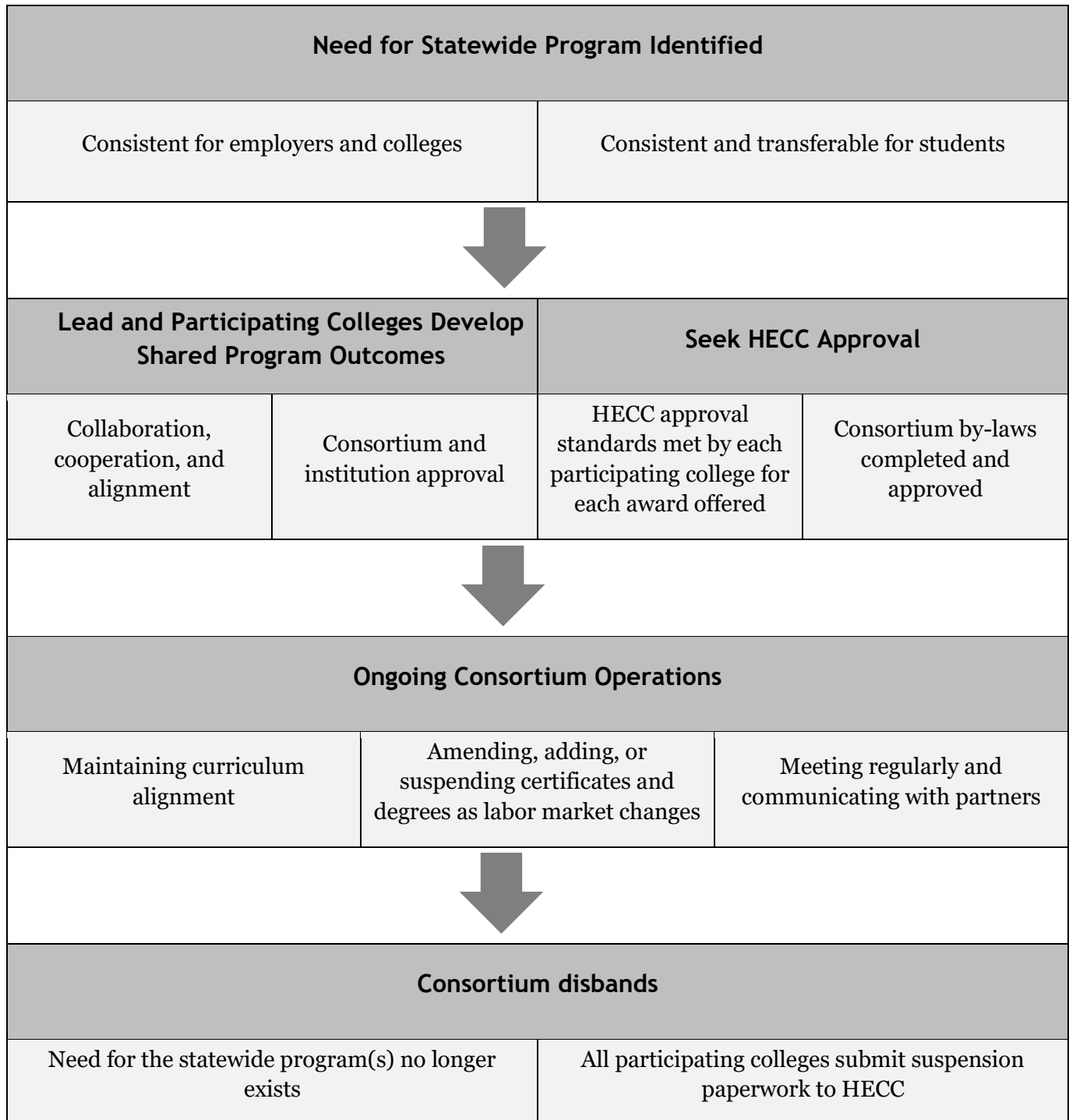
A college that receives HECC and consortium approval to offer a statewide program and agrees to follow the terms of the consortium by-laws.

Statewide Awards

Awards that are overseen by a statewide consortium and approved by HECC. A statewide program must be designated with the letter "S" for "statewide" (for example, SAAS).

Phases of Statewide Program Approval

The following diagram provides a visual representation of the phases of a statewide consortium:



Requirements

Developing a New Consortium

Statewide programs require cooperation and collaboration. The lead and/or chair(s) are responsible for communicating, cooperating, and consulting regularly with each other, employers, workforce partners, professional associations, licensing organizations, regulatory agencies, other key stakeholders, and CCWD to develop, operate, evaluate, manage, and improve statewide programs. Statewide certificates and degrees must meet the same [HECC Five Program Approval Standards](#) (CTE) as certificates and degrees offered by a single college.

Forms

1. Consortium By-Law Template
2. Notice to Create or Update a Consortium
3. Notice to Join or Add a New Program Offering
4. Notice to Opt-Out of a Consortium
5. Notice to Dissolve a Consortium

Submission Requirements

Creating, Updating or Dissolving a Consortium

1. Lead College Submits in Webforms via Program Approval Process

- a. New Consortium
 - i. Submit to CCWD
 1. Notice to Create or Update Consortium Form
 2. Consortium By-laws
 - ii. Submit in Webforms
 1. Copy of Notice to Create
Notice to Create or Update a Consortium
 3. All information required by award
- b. Updating a Consortium
 - i. Submit to CCWD
 1. Notice to Create or Update a Consortium Form
 2. Consortium By-laws (if by-laws have been updated)
 - ii. Submit in Webforms
 1. All information required by award.
 2. Notice to Join or Add a New Program Offering
- c. Dissolving a Consortium

- i. Submit to CCWD
 - 1. Notice to Dissolve a Consortium Form
- ii. Submit in Webforms
 - 1. Suspension Letter and Form for each program affected

2. Participating college Joining or Opting Out of a Consortium

- a. Joining a Consortium
 - i. Submit in Webforms
 - 1. Notice to Join or Update Program Offerings Form with each program offered
 - 2. All information required by award.
 - 3. Copy of Consortium By-Laws
- b. Adding an Approved Consortium Offering
 - i. Submit in Webforms
 - 1. Notice to Join or Add a New Program Offerings
- c. opt Out of a Consortium
 - i. Submit in Webforms
 - 1. Suspension Letter and Form for each program affected
Notice to opt Out of a Consortium

Submission of Forms

1. Joining an Existing Consortium Form

- a. Participating college submits in Webforms via Program Approval Process
 - i. Individual Programs with regular program award submission requirements
 - ii. Notice to Join or Update Program Offerings Form

2. Opting Out of an Existing Consortium Form

- a. Participating college responsibilities.
 - i. Submit in Webforms
 - 1. Suspension of each program offered by the Statewide consortium
 - ii. Submit to CCWD
 - 1. Notice to Opt-Out of a Consortium Form
 - 2. Suspension Form and Letter

3. Offering a program that is a part of a Statewide Consortium Independently of the Consortium Form

- a. Inform the Consortium of the College's intent to offer this program outside of the Consortium.
 - i. College may not use the Statewide awards starting with "S".

CONSORTIUM BY-LAW TEMPLATE

Intent

The intent of this template is to streamline the process of creating consortium by-laws. All participants in a Statewide Consortium are required to adhere to HECC/CCWD ORS, OAR, Policy, and Assurances.

Template

This template was created to assist the consortium in creating their by-laws. Each section of the mandatory by-law information is broken down with subsections written in each cell. Next to each subsection is provided space for the consortium to write in their responses. View the template online at the [Community College Program Approval](#) website.

Name Of Consortium

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Consortium By-Laws

1. Roles, Responsibilities, and Communication	
<p>Describe role(s) and responsibilities within the consortium to accomplish the following:</p> <ul style="list-style-type: none">a. Monitoring statewide programsb. Ongoing review of member colleges' consortium related programsc. Marketing and promoting certificate(s)/degree(s) to industry, students and others	
<p>Describe roles and responsibilities within the consortium for establishing and maintaining partnerships to develop, operate, evaluate, manage, and improve the statewide program:</p> <ul style="list-style-type: none">a. Employersb. Workforce partnersc. Applicable professional associationsd. Licensing organizationse. Regulatory agenciesf. CCWDg. CTE Deansh. Other key stakeholders	

<p>Describe your consortium’s communication procedures, including:</p> <ul style="list-style-type: none"> a. Meeting frequency. b. Communication between the consortium and CCWD and other education and workforce partners; c. Communication between consortium leadership and member colleges; d. How and when members communicate; e. Record-keeping and reporting; 	
<p>By-law review schedule: How often will the consortium review and update by-laws</p>	
<p>Describe additional agreements and other topics necessary to accomplish the requirements related to communication and collaboration</p>	

<p>2. Lead Community College(s)</p> <p>Each statewide program must be represented by at least one lead community college.</p>	
<p>Describe responsibilities of each lead college related to communicating with CCWD, program approval duties, and submission of required Consortium documents to participating colleges and CCWD;</p>	
<p>Describe any additional responsibilities of the lead college related to the consortium;</p>	
<p>Detail procedures for selection and replacement of the lead college and/or the lead college’s representative, should there need to be a change in designation (e.g., college representative change, lead college departs, etc.)</p>	
<p>Describe additional agreements and other topics necessary to accomplish the requirements</p>	

3. Consortium Organization

Each statewide program will be coordinated and monitored by the consortium. The consortium membership will include a representative from each participating college.

Describe the process the consortium uses to accept new members and notify CCWD

Describe the process the consortium uses to approve a college to offer a program approved under the statewide consortium and notify CCWD

Describe the leadership of the consortium, including terms, selection and replacement processes, and responsibilities of the position(s).

- A. Chair
- B. Vice Chair
- C. Secretary
- D. Other leadership positions

What are the membership criteria, including specific information on non-college representation (e.g., industry association, local employers, non-departmental representatives) and their roles and responsibilities;

What are the decision-making processes of the consortium (e.g., consensus, Robert's Rules, simple majority, etc.)

- A. Definitions of all voting processes
 - a. Who are voting members and non-voting members?
 - b. How many votes per college or institution?
 - c. How many voting members constitutes a quorum?
 - i. What methods are used for voting?
 - ii. When do decisions require a vote?

<p>Describe documentation storage and record-keeping</p> <p>A. Defined location for document storage that is clear and accessible to members</p> <p>B. What items should be stored and for how long?</p> <ul style="list-style-type: none"> a. Communication with CCWD b. Membership lists c. By-laws d. Program changes e. Matrix of approved programs offered f. Meeting Notes g. Curriculum and learner outcomes alignment records and history h. Other documentation as determined by consortium 	
<p>What is the responsibility of members?</p> <p>A. Financial</p> <ul style="list-style-type: none"> a. Travel expenses b. Shared funding expenses (e.g., grants) c. Other expenses <p>B. Assurance of by-law approval from each college's CTE Dean and/or Vice President of Instruction/Chief Academic Officer</p> <p>C. Ongoing communication with colleges' curriculum office</p>	
<p>Describe and define other topics necessary to accomplish the requirements related to the roles and responsibilities of the consortium.</p>	

<p>4. Curriculum and Program Alignment</p>	
<p>Describe how the consortium process for program approval aligns with the HECC CTE Program Approval Standards:</p> <p>A. SAAS/SAASO: OAR 589-006-0100 (7)</p> <p>B. Certificates: OAR 589-006-0100 (8)</p>	
<p>Describe alignment of consortium curriculum</p>	

<ul style="list-style-type: none"> a. Core & elective requirements b. Prerequisite courses and credits c. Required core Career and Technical Education courses and credits d. Range of credits in general education or related instruction to fulfill certificate or degree e. Comparability of courses in the approved certificates and degrees (e.g., articulation agreements, industry requirements, learner outcomes) f. Common course prefixes, numbers, codes, and titles for the required core technical courses g. Naming protocols 	
<p>Describe alignment with local college curriculum committee standards</p>	
<p>Describe how the consortium programs align with:</p> <ul style="list-style-type: none"> a. National and state licensure b. National and state partnerships c. Union requirements d. Industry certifications e. Requirements of other agencies f. Other education partners g. Regional requirements h. Regional and local differences are noted within every program. 	

<p>5. Program Approval (Collaboration with CCWD and Key Partners)</p> <p>Each community college agrees to the conditions and requirements of a statewide program related to program approval. This process is overseen by the Lead college and CCWD partner.</p>	
<p>Describe the collaborative process between the consortium and CCWD for program approval</p>	
<p>Describe the Program Approval processes, procedures and timelines, and order of operations, including coordinating between CTE Deans, curriculum office Point of Contact (POC), and CCWD</p>	

Describe other topics necessary to accomplish the requirements related to program approval.	
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6. Program Amendment

Each community college agrees to the conditions and requirements of a statewide program related to program amendment. A program amendment is any change to an existing program. This process is overseen by the Lead college and CCWD partner.

Describe the process for how the consortium will approve the following types of amendments for courses: <ul style="list-style-type: none"> a. credit amount b. title c. learning outcomes 	
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Describe the process for how the consortium will approve the following types of amendments for programs: <ul style="list-style-type: none"> a. core courses b. additional courses c. title d. award e. CIP Code 	
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7. Consortium Opt-Out

If a community college no longer wishes to participate in a consortium but wishes to continue offering a program independently, they must suspend and resubmit the program for CCWD approval without the statewide designation for the award(s).

Describe the process by which community colleges: <ul style="list-style-type: none"> a. leave the consortium b. notification to CCWD 	
---	--

Describe other topics necessary to accomplish the requirements related to opting out of the consortium.	
---	--

How will other consortium members (non-college) negotiate their exit with the consortium.	
---	--

8. Consortium Dissolution	
Describe the process used by the consortium to reach the decision to dissolve	
Describe the notification process to CCWD and other consortium partners and advisory groups.	
Describe other topics necessary to accomplish the requirements related to dissolving the consortium.	

9. Transfer between Colleges	
Students enrolled in a statewide program can transfer to the same statewide program at another member college without loss of core program credits.	
Describe transferability of coursework for students who transfer between participating member colleges: A. College assurances of course transferability B. Accommodations for students that transfer during the year (course sequencing, etc.) C. Timelines or restrictions for accepting core program credits that have expired per industry requirements.	
Describe other topics necessary to accomplish the requirements.	

NOTICE TO CREATE OR UPDATE A CONSORTIUM

The intent of this form is to streamline the processes of creating or updating a Statewide Consortium. All participants in a Statewide Consortium are required to adhere to HECC/CCWD ORS, OAR, Policy, and Assurances. View the template online on the [Community College Program Approval](#) website.

Template

This template was created to ensure that all information required by the state is captured. Template is located online at the [Community College Program Approval](#) website.

Consortium Notice

- Notice to Create: A new consortium is being created.
- Notice to Update: A consortium is updating their by-laws and/or adding/updating programs.

NOTICE TO CREATE

NOTICE TO UPDATE

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Consortium

Consortium Approved Programs

Per row, fill out the first 3 columns and check one of the following:

- New: A new program that the Consortium wishes to offer.
- Title Change: A current program that is being updated with a new name.
- Suspend: A current program that is being suspended from the offerings of the Consortium.

Full Name of Program	Award Code	First 7 CIP	New	Title Change	Suspend

The Consortium has completed their by-laws. (Yes or no)

Attach by-laws when first created or when they have been updated.

By signing and submitting to HECC/CCWD my college assures that they have read, understand, and will comply with the following policies.

The consortium assures commitment to:

1. specific certification, licensure, or degree requirements are consistently met and maintained;
2. creation and maintenance of a high level of quality and consistency between programs;
3. the complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. consistent expectation of graduates from a statewide program at any participating community college;
5. providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. adherence to consortium by-laws and annual re-evaluation; and
7. open and transparent communication with CCWD staff.

****The printed name/signature of Lead College Chief Academic Officer (CAO), Vice President of Instruction (VPI), or Equivalent is only required when Consortium Notice to Create is checked at the top of this Form.***

Lead College Contact

Lead College CAO/VPI or Equivalent

Lead College Program Contact Name Signature

Lead College CAO/VPI or Equivalent Signature

Lead College Program Contact Phone Number

Lead College Program Contact E-Mail

Please submit this signed form with all required information (by-laws, etc.) to:

Hecc.AB@HECC.oregon.gov

NOTICE TO DISSOLVE A CONSORTIUM

The intent of this form is to streamline the processes of dissolving a Statewide Consortium. All participants in a Statewide Consortium are required to adhere to HECC/CCWD ORS, OAR, Policy, and Assurances. Template is located online on the [Community College Program Approval](#) website.

Template

This template was created to ensure that all information required by the state is captured. Template located online on the [Community College Program Approval](#) website.

Consortium Notice

- Notice to Dissolve: The consortium is ceasing to operate. All programs will be suspended.

NOTICE TO DISSOLVE

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Consortium

Reason for Dissolution

List all reasons why the consortium is dissolving

Current Consortium Members

Name of Community College	Name of Member	Member E-Mail	Member Phone #

Suspended Programs

Full Name of Program	Award Code	First 7 CIP

The Consortium has followed the steps for dissolution outlined in their by-laws

- Attach relevant communications (examples below):
 - Meeting minutes
 - E-Mail to all consortium members

By signing and submitting to HECC/CCWD my college assures that they have read and will follow all dissolution steps in the by-laws

The consortium assures they have followed the consortium by-law steps that address:

1. The process used by the consortium to reach the decision to dissolve;
2. The notification process to CCWD and other consortium partners and advisory groups; and
3. Other topics necessary to accomplish the requirements related to dissolving the consortium

Lead College Contact

Lead College CAO/VPI or Equivalent

Lead College Program Contact Signature

Lead College CAO/VPI or Equivalent Signature

Lead College Program Contact Phone Number

Lead College Program Contact E-Mail

Please submit this signed form with all required information (by-laws, etc.) to:

Hecc.AB@HECC.oregon.gov

NOTICE TO JOIN AND/OR ADD A NEW PROGRAM OFFERING IN A STATEWIDE CONSORTIUM

The intent of this form is to streamline the processes of joining an existing consortium and/or adding a new program offering. All participants in a Statewide Consortium are required to adhere to HECC/CCWD ORS, OAR, Policy, and Assurances. Template is located online on the [Community College Program Approval](#) website.

Template

This template was created to ensure that all information required by the state is captured. Template located online on the [Community College Program Approval](#) website.

College Notice

(Lead college(s) and all participating colleges to complete this form)

- Notice to Join: College wishes to join a consortium.
- Notice to Add a New Program Offering: New or member College who wishes to add an approved statewide consortium program.

NOTICE TO JOIN

NOTICE TO ADD A NEW PROGRAM OFFERING

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Requesting College

Name of Consortium

Consortium Approved Programs

- A program that is currently overseen by the consortium that the college wishes to offer.

Full Name of Program	Award Code	First 7 CIP

The college has reviewed the consortium by-laws and agrees to follow. (Yes or no)

By signing and submitting to HECC/CCWD my college assures that they have read, understand, and will comply with the following policies.

The college assures commitment to:

1. Specific certification, licensure, or degree requirements are consistently met and maintained;
2. Creation and maintenance of a high level of quality and consistency between programs;
3. The complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. Consistent expectation of graduates from a statewide program at any participating community college;
5. Providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. Adherence to consortium by-laws and annual re-evaluation; and
7. Open and transparent communication with CCWD staff.

Lead College Contact

Requesting College Contact

Lead College Program Contact Name Signature

Requesting College Contact Signature

Lead College Program Contact Phone Number

Requesting College Contact Phone Number

Lead College Program Contact E-Mail

Requesting College Contact E-Mail

Requesting College CAO/VPI or Equivalent Printed Name

Requesting College CAO/VPI or Equivalent Signature

Please submit this signed form with all required information (by-laws, etc.) to:
Hecc.AB@HECC.oregon.gov

NOTICE TO OPT-OUT OF A CONSORTIUM

The intent of this form is to streamline the process of opting out of a Statewide Consortium. All participants in a Statewide Consortium are required to adhere to HECC/CCWD ORS, OAR, Policy, and Assurances. Template is located online on the [Community College Program Approval](#) website.

Template

This template was created to ensure that all information required by the state is captured. Template located online on the [Community College Program Approval](#) website.

College Notice

- Notice to Opt-Out: The College will cease to participate in the Consortium and cease to offer Consortium approved programs.

NOTICE TO OPT OUT

Name of College Opting Out

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Consortium

Reason for Opt-Out

List all reasons why the College is ceasing to participate in the Consortium.

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Consortium Approved Programs to Suspend

- Suspend: Colleges must suspend all programs that they are currently approved to offer within the Consortium via the program suspension process. *If a college wishes to offer the program outside of the consortium, the suspension process must still be followed. The College will submit the program as new in Webforms without the Statewide Designation for the award.

Full Name of Program	Statewide Award Code	First 7 CIP

By signing and submitting to HECC/CCWD my college assures that they have read and followed all opt out steps in the Consortium by-laws.

The college assures they have followed the consortium by-law steps that address:

1. Consortium Opt-Out

If a community college no longer wishes to participate in a consortium but wishes to continue offering a program independently, they must suspend and resubmit the program for CCWD approval without the statewide designation for the award(s).

- a. The process by which community colleges leave the consortium
 - i. Notification to CCWD
- b. Other topics necessary to accomplish the requirements related to opting out of the consortium.
- c. Other consortium members (non-college) will need to negotiate their exit with the consortium.

The College has followed all steps to notify Consortium that it is Opting Out. (Yes/No)

- o Attach relevant communications (examples below):
 - Meeting minutes
 - E-Mail to all consortium members

Lead College Contact

Requesting College Contact

Lead College Program Contact Name Signature

Requesting College Contact Signature

Lead College Program Contact Phone Number

Requesting College Contact Phone Number

Lead College Program Contact E-Mail

Requesting College Contact E-Mail

Requesting College CAO/VPI or Equivalent
Printed Name

Requesting College CAO/VPI or Equivalent
Signature

Please submit this signed form with all required information (by-laws, etc.) to:
Hecc.AB@HECC.oregon.gov

OREGON AWARD DEFINITIONS AND CODES

D4A Code	CIP 7 Code	Award	Details
+	+	BAS	<p>Description Bachelor of Applied Science Degree</p> <p>OAR Description “Bachelor of Applied Science” is a state-approved baccalaureate degree designed to incorporate applied associate courses and degrees with additional upper-division coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills.</p> <p>Notes Not applicable at this time.</p> <p>Minimum credits: 90 Maximum credits: 90</p> <p>Fully contained within a base AAS or AASO? See BAS Policy document. Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
I	I	AAS	<p>Description Associate of Applied Science Degree</p> <p>OAR Description "Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered apprenticeship, the 7th CIP code must be "N".</p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
I	I	AASO	<p>Description Associate of Applied Science Degree Option</p> <p>OAR Description “Associate of Applied Science degree option” is a transcribed specialization within a state-approved AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered apprenticeship, the 7th CIP code must be "N".</p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? 70% contained in base AAS</p> <p>Labor Market Information required for approval: No</p> <p>NOA Required: Yes</p> <p>CCWD Approval: Yes</p> <p>Commission Approval: No</p>
I	I	BAAS	<p>Description Business and Industry-Based Associate of Applied Science Degree</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No</p> <p>Labor Market Information required for approval: No</p> <p>NOA Required: Yes</p> <p>CCWD Approval: Yes</p> <p>Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	BCC	<p>Description Business and Industry-Based Certificate of Completion</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
J	J	BCC1	<p>Description Business and Industry-Based Certificate of Completion</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
L	L	BCCo	<p>Description Business and Industry-Based Certificate of Completion</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
J	J	BCCo	<p>Description Business and Industry-Based Certificate of Completion</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
>	>	BCC2	<p>Description Business and Industry-Based Certificate of Completion</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Stand-alone certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
J	J	BCC1R	<p>Description Business and Industry-Based Education Certificate of Completion, Related to a BAAS</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	BCCoR	<p>Description Business and Industry-Based Education Certificate of Completion, related to a BAAS.</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
J	J	BCoR	<p>Description Business and Industry-Based Education Certificate of Completion, related to a BAAS.</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	BCR	<p>Description Business and Industry-Based Education Certificate of Completion, related to a BAAS.</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
>	>	BC2R	<p>Description Business and Industry-Based Education Certificate of Completion, related to a BAAS.</p> <p>OAR Description "Business and Industry Based program" means an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees. Related certificate.</p> <p>Notes Not a registered apprenticeship certificate.</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
Z	Z	CPCC	<p>Description Career Pathway Certificate of Completion</p> <p>OAR Description "Career Pathways Certificate of Completion" is a certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates are a collection of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree option, or an Independent Certificate of Completion (with at least 45 credits). A Career Pathways Certificate also has a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	CC	<p>Description Certificate of Completion</p> <p>OAR Description "Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? No</p> <p>Labor Market Information required for approval: Yes</p> <p>NOA Required: Yes</p> <p>CCWD Approval: Yes</p> <p>Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
L	L	CCo	<p>Description Certificate of Completion</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
J	J	CCo	<p>Description Certificate of Completion</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
J	J	CC1	<p>Description Certificate of Completion</p> <p>OAR Description "Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? No</p> <p>Labor Market Information required for approval: Yes</p> <p>NOA Required: Yes</p> <p>CCWD Approval: Yes</p> <p>Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
>	>	CC2	<p>Description Certificate of Completion</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
L	L	CCoR	<p>Description Certificate of Completion, related to an AAS</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
J	J	CCoR	<p>Description Certificate of Completion, related to an AAS</p> <p>OAR Description "Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
J	J	CC1R	<p>Description Certificate of Completion, related to an AAS</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
>	>	CC2R	<p>Description Certificate of Completion, related to an AAS</p> <p>OAR Description "Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	CCR	<p>Description Certificate of Completion, related to an AAS</p> <p>OAR Description "Certificate of Completion" means a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet Commission standards and criteria. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
#	#	NCTC	<p>Description Non-Credit Training Certificate</p> <p>OAR Description A certificate made up of non-credit courses to provide certification for specific training that is outside of the regular "for credit" programs.</p> <p>Notes *These are hours. There are no credits associated with a NCTC award.</p> <p>Minimum credits: 18* Maximum credits: 210*</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
I	I	SAAS	<p>Description Statewide Associate of Applied Science Degree</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.</p> <p>Notes If this is a Registered apprenticeship, the 7th CIP code must be "N".</p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
Z*	O	SCPC	<p>Description Statewide Career Pathway Certificate of Completion</p> <p>OAR Description A statewide "Career Pathways Certificate of Completion" is a certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates are a collection of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree option, or an Independent Certificate of Completion (with at least 45 credits). A Career Pathways Certificate also has a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.</p> <p>Notes *If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	SCC	<p>Description Statewide Certificate of Completion</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
L	L	SCCo	<p>Description Statewide Certificate of Completion</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
J	J	SCCo	<p>Description Statewide Certificate of Completion</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
J	J	SCC1	<p>Description Statewide Certificate of Completion</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>

D4A Code	CIP 7 Code	Award	Details
>	>	SCC2	<p>Description Statewide Certificate of Completion</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Stand-alone certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes</p>
J	J	SC1R	<p>Description Statewide Certificate of Completion, Related to a SAAS</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 45 Maximum credits: 60</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
L	L	SCoR	<p>Description Statewide Certificate of Completion, Related to a SAAS</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 31 Maximum credits: 35</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
J	J	SCoR	<p>Description Statewide Certificate of Completion, Related to a SAAS</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 36 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
>	>	SC2R	<p>Description Statewide Certificate of Completion, Related to a SAAS</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 61 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
L	L	SCR	<p>Description Statewide Certificate of Completion, Related to a SAAS</p> <p>OAR Description "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges. Related certificate.</p> <p>Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O".</p> <p>Minimum credits: 12 Maximum credits: 30</p> <p>Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
X	X	CEST	<p>Description Certificate of Completion - Employment Skills Training</p> <p>OAR Description A form of recognition awarded by a community college intended to serve as a beginning point for students in preparation for a job or to get a better job and open the door to further education to expand their employment opportunities.</p> <p>Notes Not a registered apprenticeship certificate</p> <p>Minimum credits: 12 Maximum credits: 44</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
@	@	OST	<p>Description Occupational Skills Training Certificate of Completion</p> <p>OAR Description A form of recognition awarded by a community college for an individualized career training opportunity focused on learning on a job sit that meets a student's occupational goals, abilities, skills, and interests.</p> <p>Notes Not a registered apprenticeship certificate</p> <p>Minimum credits: 36 Maximum credits: 65</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
K	K	NFA	<p>Description No Formal Award (PT approved programs)</p> <p>OAR Description Programs that do not result in any type of formal award.</p> <p>Notes <i>None</i></p> <p>Minimum credits: <i>n/a</i> Maximum credits: <i>n/a</i></p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No</p>
B, *&	B, *&	AAOT	<p>Description Associate of Arts Oregon Transfer: AAOT in Elementary Education uses 7th CIP and D4A code of "&".</p> <p>OAR Description "Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.</p> <p>Notes *Or optimal transfer point</p> <p>Minimum credits: 90 Maximum credits: 100*</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
&	&	AAT	<p>Description Associate of Arts Transfer Degree: AAT in English Literature</p> <p>OAR Description “Associate of Arts Transfer degree” is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts degree program.</p> <p>The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and will be published on the HECC website.</p> <p>Notes *Or optimal transfer point</p> <p>Minimum credits: 90 Maximum credits: 100*</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
C	C	AGS	<p>Description Associate of General Studies</p> <p>OAR Description "Associate of General Studies" is an associate degree that meets individual students' needs using a variety of lower-division collegiate-level courses to meet degree requirements.</p> <p>Notes <i>None</i></p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>
D	D	AS	<p>Description Associate of Science (LDC Program only)</p> <p>OAR Description "Associate of Science" means a state-approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.</p> <p>Notes <i>None</i></p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
M	M	ASOT	<p>Description</p> <p>Associate of Science Oregon Transfer</p> <p>OAR Description</p> <p>"Associate of Science Oregon Transfer Degree" means any student having the Associate of Science Oregon Transfer-Business (ASOT-Business) degree or Associate of Science Oregon Transfer-Computer Science degree (ASOT-CS) recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under these agreements will have junior status for registration purposes.</p> <p>Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT degree. Like the AAOT (Associate of Arts Oregon Transfer degree), the intention is to recognize lower division coursework, but in these cases includes coursework taken by students intending to major in business or computer science.</p> <p>Notes</p> <p><i>None</i></p> <p>Minimum credits: 90 Maximum credits: 108</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>

D4A Code	CIP 7 Code	Award	Details
^	^	AST	<p>Description</p> <p>Associate of Science Oregon Transfer</p> <p>OAR Description</p> <p>“Associate of Science Transfer Degree” is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Science degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities.</p> <p>The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a Transfer Council approved policy templates. See the 09/28/2023 Transfer Council Meeting for full slate of policy documents. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Each Major Transfer Map is approved by the Commission and will be published on the HECC website.</p> <p>Notes</p> <p><i>None</i></p> <p>Minimum credits: 90 Maximum credits: 100*</p> <p>Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No NOA Required: No CCWD Approval: No Commission Approval: No</p>

Resources

[OAR 589-006-0050](#)

[OAR 589-006](#)

[CTE Information](#)

OREGON TRANSFER PROGRAMS

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(6\)](#)

"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.

[OAR 589-006-0050 \(7\)](#)

"Associate of Arts Transfer degree" is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts degree program. The classes, outcomes and completion standards for the major-specific Associate Transfer degrees are defined by a Major Transfer Map Curriculum Articulation Policy as defined in 715-025-0005. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Major Transfer Map Curriculum Articulation Policies are approved by the Commission and will be published on the HECC website.

[OAR 589-006-0050 \(8\)](#)

"Associate of General Studies" is an associate degree that meets individual students' needs using a variety of lower-division collegiate-level courses to meet degree requirements.

[OAR 589-006-0050 \(9\)](#)

"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.

[OAR 589-006-0050 \(10\)](#)

"Associate of Science Transfer Degree" is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Science degree program. The classes, outcomes, and completion standards for the major-specific Associate Transfer degrees are defined by a Major Transfer Map Curriculum Articulation Policy as defined in 715-025-0005. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Science Transfer degree will have equivalent status to students who started at a public university in the same major. Major Transfer Map Curriculum Articulation Policies are approved by the Commission and will be published on the HECC website.

[OAR 589-006-0050 \(21\)](#)

"Commission" means the Higher Education Coordinating Commission

[OAR 589-006-0050 \(30\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

[OAR 589-006-0050 \(37\)](#)

"Lower Division Collegiate (LDC)" means collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer by Oregon's public higher education institutions.

[OAR 715-025-005 \(4\)](#)

Core Transfer Map (CTM) – A policy document describing a “Foundational Curriculum,” compliant with ORS 350.400(2) and (3), that allows a student an opportunity to transfer full academic credit from a community college to any public university listed in ORS 352.002 and which will be counted toward the student’s degree requirements at any public university.

[OAR 715-025-005 \(5\)](#)

(5) Major Transfer Map Curriculum Articulation Policy (CAP) – A “Unified Statewide Transfer Agreement,” as such term is used in ORS 350.404, and policy document establishing the content of a Major Transfer Map, serving as the binding document upon institutions and students governing the treatment of students who transfer pursuant to the document.

[OAR 715-025-005 \(6\)](#)

(6) Institution – A community college or public university listed in ORS 352.002.

Major Transfer Map Degree Definitions*

Oregon Revised Statute (ORS) 350.400 through 350.412 directs the community colleges and public universities to establish statewide “foundational curricula,” now called Core Transfer Maps, along with “unified state wide transfer maps,” referred to now as [Major Transfer Maps](#). Core Transfer Maps are defined in law as a group of at least 30 college-level academic credits that, when completed, will transfer and be counted toward the student’s degree requirements at any public university. A [Major Transfer Map](#) is a course plan for a 90 credit associates degree that, when completed, will allow students to receive junior standing at any Oregon Public University that offers a bachelor’s degree in the student’s completed degree program. Note there is a provision in the law that acknowledges there may be an MTM with a “optional transfer point” that is less than 90 credits.

A Major Transfer Map Curriculum and Articulation Policy (MTM CAP) is defined in OAR 715-025-0005 for students transferring from an Oregon community college to an Oregon university who know which major/bachelor’s degree program they want to pursue. Each MTM CAP identifies specific set of lower division courses students must take to transfer efficiently into the specific major at the university. The successful completion of an AAT or AST allows students to receive: 1) the number of academic credits referenced in the MTM CAP 2) Either junior standing in the major or comparable standing to first time freshman enrolled in the MTM major. MTM CAPs must include at least 30-credits of general education defined by the Core Transfer Map (CTM). MTM CAPs may choose to specify relevant or required General Education courses as part of the 30-credit CTM component of the MTM CAP. Receiving institutions will

not require students to retake a course if the minimum grade requirements, specified in this agreement, have been met.

Major Transfer Maps may also have different “wrappers” like the AAOT. For example, the Elementary Education MTM is an AAOT and therefore affords students the guarantees of MTMs under [MAJOR] and the AAOT under [MAJOR]. The classes, outcomes and completion standards for the major-specific elements within Associate of Arts and Associate of Science Transfer degrees are defined by a statewide curriculum articulation agreement found on the HECC’s website. Each Major Transfer Map Curriculum Articulation Policy is approved by the Commission and will be published on [the HECC website](#).

The statewide MTM CAPs will use one of the following formats. The selected format will be specified in each approved MTM program:

- An Associate of Science Transfer degree in [MAJOR],
- An Associate of Arts Transfer degree in [MAJOR],
- An Associate of Arts Oregon Transfer degree in [MAJOR],
- An Associate of Science Oregon Transfer degree in [MAJOR], or

**In rare cases, when the optimal transfer point is fewer than 90 credits, as specified in ORS, OAR, and approved by the Commission, the format will not be an associate’s degree, but rather a notation on the transcript of an ‘MTM in [MAJOR]’.*

Each MTM CAP degree must include major specific requirements. The specific courses are determined by the Major Transfer Map Curriculum Articulation Policy.

Core Transfer Map (CTM) Requirements:

As part of each Major Transfer Map Curriculum Articulation Policy students must complete at least 30 credits of general education coursework.

Individual MTM CAPs may designate that specific courses must be taken to fulfill the CTM requirements for that major, as outlined in the major specific requirements in the specific MTM CAP.

Major Requirements:

Each MTM CAP will list required major specific Lower Division Courses a student must complete to fulfill the MTM CAP.

Notes and Clarifications:

Required courses are indicated using descriptors; where a specific course number is used by a plurality of colleges and universities, that number is indicated in parentheses.

- Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for an MTM CAP. However, it is recommended that students and advisors note that grades earned in developmental courses will likely count in the cumulative grade point average (GPA) at the community college. It is also advised to work early with the receiving 4-year institutions and determine what policy/practice is in place in calculating cumulative GPA upon transfer (since developmental courses will not transfer).

- All CTM courses must meet the statewide outcomes and criteria for the specific area.
- The MTM CAPs integrate the Core Transfer Map (CTM), a module that fulfills at least 30 credits of General Education requirements for the baccalaureate degree at all Oregon public universities.
- The MTM CAPs do not necessarily meet all of the lower-division major, general education, or degree requirements that each public university in Oregon may have. Students may need to take additional introductory work to prepare for certain majors at certain universities and should check with an advisor regarding availability at their local community colleges.

TRANSFER DEGREES AND INITIATIVES

Oregon Transfer Module (OTM): The 45-credit Oregon Transfer Module (OTM) provides a subset of general education courses which all “count” as a transferable block toward university requirements. It serves as a portable and stackable credential for community college students pursuing an associate degree and can provide an early start on a college degree for high school students.

[Core Transfer Maps \(CTM\)](#)

The Core Transfer Maps are groups of classes that add up to at least 30 credits. When the full set of 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. Core Transfer Maps are a streamlined subset of the Oregon Transfer Module and the Associates of Arts Transfer degree and can improve efficiency in credit transfer between postsecondary institutions through its organized general education framework.

Learn more: Oregon [Major Transfer Maps \(MTM\)](#)

A Major Transfer Map is a course plan for a major that, when completed, will allow students to transfer credits from any Oregon community college to any Oregon public university that offers a bachelor’s degree in that major/ Each Major Transfer Map’s Curriculum and Articulation Policy can be found on the [HECC’s website](#).

[Statewide Articulation Agreement, Major Transfer Map in Computer Science](#)

A statewide transfer agreement that identifies the community college courses needed to transfer to an Oregon public university as a junior seeking a Bachelor of Science in Computer Science.

Use CIP: 11.0101, CIP 7 = ^

[Statewide Articulation Agreement, Major Transfer Map in Business Disciplines](#)

A statewide transfer agreement that identifies the community college courses needed to transfer to an Oregon public university as a junior seeking a Bachelor of Science in Business Disciplines.

Use CIP: 52.0101, CIP 7 = ^

[Statewide Articulation Agreement, Major Transfer Map in English Literature](#)

A statewide transfer agreement that identifies the community college courses needed to transfer to an Oregon public university as a junior seeking a Bachelor of Arts in English Literature.

Use CIP: 23.0101, CIP 7 = &

[Statewide Articulation Agreement, Major Transfer Map in Biology](#)

A statewide transfer agreement that identifies the community college courses needed to transfer to an Oregon public university as a junior seeking a Bachelor of Science in Biology.

Use CIP: 26.0101, CIP 7 = ^

[Statewide Articulation Agreement, Major Transfer Map in Elementary Education](#)

A statewide transfer agreement that identifies the community college courses need to transfer to an Oregon public university as a junior seeking a Bachelor of Arts in Elementary Education.

Use CIP: 13.1202, CIP 7 = &

ASSOCIATE OF ARTS OREGON TRANSFER (AAOT)

Intent

The Associate of Arts Oregon Transfer degree that conforms to the guidelines set forth below will transfer to any institution in the Oregon University System and will have met the lower division general education requirements for that institution's baccalaureate degree programs.

Course, class standing, or GPA requirements for specific majors, department or schools are not necessarily satisfied by an Associate of Arts Oregon Transfer degree. Students transferring under this agreement will have junior standing for registration purposes. Every Oregon community college offers an Associate of Arts Oregon Transfer degree that meets these broad guidelines.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(6\)](#)

"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.

Background and Intent

The Associate of Arts Oregon Transfer (AAOT) degree was created in the late 1980s, through collaboration between Oregon community college faculty and Oregon public university faculty, to reduce bureaucratic obstacles for students transferring from an Oregon community college to a public university in Oregon. Local variation in the requirements to earn AAOT degrees at different community colleges was not a problem because all the degrees transferred smoothly to the universities. Increasingly, however, the degree has been used by students transferring among community colleges and, in these cases, distinctive requirements sometimes reduced transferability.

Recognizing the fundamental purpose of the degree, community colleges agreed in 2008 to standardize their AAOT degree requirements to maximize the efficient transfer of credit for students. Community colleges will maintain lists of courses which fulfill the requirements of the revised, freely transferable degree below. Beyond the requirements listed, experience suggests the utility of some additional explanation of what the degree can and cannot provide. Students and advisors should be aware of the opportunities created by the AAOT, but should also be mindful of its limitations, as summarized in the explanatory notes that follow the description of the degree itself.

Any student having the Associate of Arts Oregon Transfer (AAOT) degree recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs of any public university in Oregon.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an AAOT degree.

All colleges are pre-approved to offer this degree.

General Guidelines

A student must complete a total of 90 quarter credits to be awarded the AAOT.

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses

All Foundational Requirements and Discipline Studies courses must be a minimum of three (3) credits, except for Health/Wellness/Fitness courses, which may be any number of credits. All Elective courses may be any number of credits

All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT is awarded

Foundational Requirements

Writing: Students taking writing classes of three credits each must take WR 121, 122, and either WR 123 or 227. Students taking writing classes of 4 credits each must take WR 121 and either WR 122 or 227. A student must have eight credits of Writing

Information Literacy will be included in the Writing Requirement

Oral Communication: One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication

Mathematics: One course in college-level mathematics designated by the college as meeting the statewide criteria for mathematics

Health/Wellness/Fitness: One or more courses totaling at least three credits

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy

Arts and Letters: Three courses chosen from two or more disciplines

Social Sciences: Four courses chosen from two or more disciplines

Science/Math/Computer Science: Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science

Electives

Any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable

Submission Requirements

The AAOT is not required to be entered into Webforms

Notes

The following notes are not intended to be part of the "Guidelines" (above) but, rather, serve to clarify them for participating institutions.

Community colleges may not add requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credit structure. This does not preclude a college from requiring specific courses within the existing requirements for a particular concentration or major designation.

Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all the content recommended by [the Oregon Writing and English Advisory Committee \(OWEAC\)](#), including a research component.

Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the AAOT. However, it is recommended that students and advisors note that grades earned in developmental courses will likely count in the cumulative grade point average (GPA) at the community college. It is also advised to work early with the receiving 4-year institutions and determine what policy/practice is in place in calculating cumulative GPA upon transfer (since developmental courses will not transfer).

The "Foundational Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

Computer Science courses used in the Science/Math/Computer Science area must meet [Oregon Council of Computer Chairs criteria for a science course](#). Math courses listed in the Science/Math/Computer Science area must meet the outcomes and criteria for Mathematics found in the "Outcomes and Criteria for Transferable General Education Courses in Oregon" section of this book.

All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area. These are found in the "[Outcomes and Criteria for Transferable General Education Courses in Oregon](#)" section of this book.

The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.

WR 115 may be included in the AAOT degree as an elective providing that the WR 115 course at the community college has been approved by the Office of Community Colleges and Workforce Development as meeting statewide learning outcomes for the course.

The principal advantage of the AAOT is that it fulfills the lower-division (freshman / sophomore) General Education requirements for baccalaureate degrees at all Oregon public universities. It does not necessarily meet all the degree requirements that a university might have beyond the requirements for majors. The AAOT guarantees that all General Education credits that a student earned will be accepted as the General Education requirements at the receiving institution.

In some cases, students may also be able to use AAOT General Education courses to meet certain lower-division requirements in their intended majors. Here, caution is required, however, since the AAOT degree was not intended for this purpose. Students who have a major in mind and want to maximize the amount of AAOT coursework that will count toward it, should work closely with an academic adviser when designing their AAOT degrees.

Because the amount of coursework required for an AAOT degree corresponds to two academic years, degree recipients are considered juniors for purposes of registration at an Oregon Public University. Students should keep in mind that the AAOT does not guarantee that two additional years will suffice to earn a baccalaureate degree; the AAOT does not give students junior standing in their majors. Neither does it guarantee entrance into a competitive major. Students may need to take additional introductory work to prepare for certain majors and should check with an advisor regarding availability at their local

community colleges. In addition, it's not uncommon for students to change their majors and find that they must go back and take introductory work in the new area.

Students and academic advisers should recognize that although the AAOT provides an excellent structure for many students—particularly those who are unsure of their primary academic focus—it is not ideal for everyone. In particular, it does not articulate well with certain majors such as engineering, biological and physical sciences, and the fine and performing arts. Students contemplating these majors cannot easily accommodate their highly specific prerequisite coursework into the AAOT framework. In general, an AAOT recipient who is pursuing any course of study that is credit-heavy at the major lower-division level may have to take additional lower-division coursework, specific to the major, after transfer. Students contemplating such majors should consult closely with an advisor.

All courses must be passed with a C- or better. If a course is taken as a P/NP and the student receives a "Pass" ("P"), it is considered equivalent to a C- or better at all Oregon community colleges. However, it is recommended that students take courses for a letter grade and not P/NP.

For purposes of the Oregon AAOT degree, no student with a disability shall be denied the degree or the benefits flowing therefrom with respect to admission and matriculation at a state university because the student has been granted an academic adjustment or program modification in any course required for the AAOT degree. This provision includes course substitutions when granted as a disability accommodation in the manner prescribed by the student's community college. This provision may not necessarily apply to major-specific course requirements or prerequisites.

Oregon Community Colleges will consider a course substitution request on a case-by-case basis, based on the student's disability as determined by documentation if there is no substantial change to the course learning outcomes. Before considering a course substitution, assistive technology, tutoring, or other reasonable accommodations will be considered to enable the student to succeed in standard course work. However, nothing in these guidelines should be interpreted as requiring the student to attempt and fail a standard course, including one made more accessible through reasonable accommodation before consideration will be given to a request for course substitution. A course substitution will not automatically be made simply because the student has documentation of a disability impacting a particular area of academics. Requesting a course substitution should follow the process listed below. The student must request a disability-related course substitution through the designated Disability Services representative and provide appropriate documentation. The Disability Services Office will contact the vice president or college designee to determine whether the substitution course would result in a substantial change in the course learning outcomes. If the substitution would result in a substantial change in the course learning outcomes, the substitution will be denied. If the substitution does not result in a substantial change in the course learning outcomes it will be approved.

When a student completes courses at more than one Oregon community college, the AAOT-granting institution will apply courses that students transfer in from other Oregon community colleges to meet the Foundational, Discipline Studies and Cultural Diversity requirements as intended and as identified by the approved course lists at the community college where and when they were taken. This is in recognition of the responsibility each college bears to create the lists based on the Outcomes and Criteria outlined in the "[Outcomes and Criteria for Transferable General Education Courses in Oregon](#)" section of this book.

ASSOCIATE OF SCIENCE OREGON TRANSFER - BUSINESS (ASOT-BUSINESS)

Intent

Any student who holds an Oregon community college Associate of Science Oregon Transfer degree in Business (ASOT–Business) that conforms to the guidelines set forth below, and transfers to any Oregon Public University, will have met the lower division general education requirements of that university.

Grade point average requirements for entry into the university's major are not necessarily satisfied by the ASOT–Business degree. Once admitted to the university and the Business program, however, students transferring under this agreement will have junior standing for both for the Business major and for university registration purposes.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(9\)](#)

"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.

Background

The ASOT–Business degree was created in 2003 through collaboration between Oregon community college faculty and administration and Oregon public university business department chairs and deans, to begin an exploration of offering statewide Associate of Science degrees. Like the AAOT (Associate of Arts Oregon Transfer degree) the intention is to recognize lower division coursework, but in this case, coursework taken by students intending to major in business.

Any student holding the Associate of Science Oregon Transfer–Business degree recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs of any Oregon public university.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT–Business degree.

All colleges are pre-approved to offer this degree.

General Guidelines

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses within the ASOT–Business degree for alignment to the institution the student intends to transfer

All Foundational Requirements and Discipline Studies courses must be a minimum of 3 credits. All elective courses may be any number of credits.

General Requirements

Writing: Students taking writing courses of three credits each must take WR121, WR122, and WR227. Students taking writing classes of four credits each must take WR121 and either WR122 or WR227. Information Literacy will be included in the writing requirement.

Oral Communication: One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.

Mathematics: A minimum of three courses for which Intermediate Algebra is a prerequisite, including one course in statistics.

Computer Applications: Proficiency in word-processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable courses.

Distribution Requirements

Arts and Letters: Three courses chosen from two or more disciplines.

Social Sciences: Four courses chosen from two or more disciplines, with a minimum of two courses in "principles of economics" (to include microeconomics and macroeconomics) at the 200 level. The courses in economics must be completed with a grade of "C-" or better.

Science: Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science.

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.

Special note: The remainder of the degree outline, specifically the business-specific requirements and the electives and/or university specific prerequisites (updated as needed), have not changed from the original curricular outline.

Electives

Electives will comprise up to 13 credits depending on the student's selection of courses to meet the requirements above.

Submission Requirements

The ASOT is not required to be entered into Webforms.

Notes And Clarifications

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Courses used to meet the "Distribution Requirements" should be at least 3 credits each

In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language is considered a foreign language.

Oregon public universities may have requirements/recommendations specific to potential majors. Please refer to [Streamlining Community College to University Transfer](#).

All colleges are pre-approved to offer this degree. Adopted by Joint Boards Articulation Commission November 2011; Approved State Board of Education May 2012.

ASSOCIATE OF SCIENCE OREGON TRANSFER - COMPUTER SCIENCE (ASOT-COMPUTER SCIENCE)

Intent

Any student who holds an Oregon community college Associate of Science Oregon Transfer degree in Computer Science (ASOT-CS) that conforms to the guidelines set forth below, and who transfers to one of the Oregon public universities, will have met the lower division general education requirements of that university.

GPA and course requirements for entry into the major are not necessarily satisfied by the ASOT-CS degree. Once admitted to the university and computer science program, students transferring under this agreement will have junior standing for both the computer science major and university registration purposes.

All colleges are pre-approved to offer this degree. The recommended Classification of Instructional Programs (CIP) code for the ASOT-CS is 11.0701.

Adopted by Joint Boards Articulation Commission November 2014; Approved Higher Education Coordinating Commission December 2014.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(9\)](#)

"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.

Background

The Associate of Science Oregon Transfer degree in Computer Science (ASOT-CS) was created in 2013-2014 through collaboration between members of Oregon Council of Computing Chairs (OCCC), which includes Oregon community college faculty and administration, and Oregon public university computer science chairs and faculty. This built upon work originally started in 2002 to begin an exploration of offering statewide Associate of Science transfer degrees. Like the AAOT (Associate of Arts Oregon Transfer degree) the intention is to recognize lower division coursework, but in this case, coursework taken by students intending to major in Computer Science. Students and advisors should be aware of the opportunities created by the ASOT- CS, but should also be mindful of its limitations, as summarized in the explanatory notes that follow the description of the degree itself.

Any student holding the Associate of Science Oregon Transfer-Computer science (ASOT- CS) degree recognized on an official Oregon college transcript will have met the lower division general education requirements of baccalaureate degree programs of any Oregon public university institution.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT-CS degree

All colleges are pre-approved to offer this degree.

General Guidelines

A student must complete a total of 90 quarter credits or more to be awarded the ASOT-CS

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution and program to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of elective courses within the ASOT-CS degree for alignment to the institution the student intends to transfer.

All Foundational Requirements and Discipline Studies courses must be a minimum of 3 credits, except for Health/Wellness/Fitness courses, which may be any number of credits. All Elective courses may be any number of credits.

All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AS/OT-CS is awarded. (Note: many CS programs have competitive admission, minimum GPA and grades will not generally be high enough to gain admission to competitive programs)

Foundational Requirements

Writing: Students taking writing courses of three credits each must take WR121, WR122, and WR227. Students taking writing classes of four credits each must take WR121 and either WR122 or WR227. Information Literacy will be included in the writing requirement. (Note: WR227 will meet additional requirements at some CS baccalaureate programs)

Oral Communication: One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.

Mathematics: Must include at minimum MTH 251 Differential Calculus and MTH 252 Integral Calculus.

Health/Wellness/Fitness: One or more courses totaling at least 3 credits.

Discipline Studies

Arts and Letters: Three courses chosen from two or more disciplines. **Social Sciences:** Four courses chosen from two or more disciplines.

Science/Math/Computer Science: Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science

See program specific requirements as some programs require physics

Note that the CS and Math core required courses will meet the requirement for 1 of the 4 required courses, so normally only 3 science courses outside of CS/Math are needed

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy

Computer Science Specific Requirements

A minimum of sixteen credits in Computer science consisting of the following courses. Each course in this section must be completed with a grade of "C" or better. (Note: many CS programs have competitive admission. Minimum GPA and grades will not generally be high enough to gain admission to competitive programs).

Required courses:

- CS 160: Introduction to Computer Science
- CS 161: Computer Science 1
- CS 162: Computer Science 2
- CS 260: Data Structures

Electives

Complete additional courses to bring the total number of credits to at least 90; varies depending on the student's selection of courses to meet the requirements above. Please carefully plan this in consultation with university specific CS program requirements. A current guide for university specific, lower division CS requirements is maintained at the [Oregon Council of Computer Chairs](#) website. You may also consult with an advisor from the target university program.

Lower division courses taken at the community college may not meet the requirements of an upper division course with a similar title and content offered by an Oregon public university Computer Science program. In such cases, the courses in question will normally transfer as electives. The ASOT- CS degree may include up to 12 approved Career and Technical Education credits as electives.

Submission Requirements

The ASOT is not required to be entered into Webforms

ASOT-CS University-Specific Electives

These courses apply to meet university specific lower division general ed, computer science, and math requirements. These are also used meet the total credit and elective requirements of the ASOT-CS. This is a resource guide for student planning information; however, students should contact an undergraduate advisor at the target university for assistance meeting current university specific lower division CS requirements. For further information, visit the [Oregon Council of Computing Chairs](#).

Courses required by specific programs	Program specific notes
Eastern Oregon University	BS Computer Science
<ul style="list-style-type: none"> • CS133x C/C++ • Mth231 	
Oregon State University	BS Computer Science
<p>All CS/IS applicants:</p> <ul style="list-style-type: none"> • If you take WR227 instead of WR122 you will also need to take WR214 (The WR227 will transfer in as WR327) • CS275: Database Systems • Mth 231 & 232 (to satisfy 231 at OS) <p>Applied CS Option extra requirements:</p>	<p>To become a CS major at OSU you must be admitted to ProSchool in addition to being admitted to the university. ProSchool admissions is GPA based (cutoff depends on capacity and number of applicants) and requires that you have completed the OSU core degree requirements. Applications are due July 1st for Fall term admission.</p> <p>For more information see: Engineering, Computer and</p>

<ul style="list-style-type: none"> CS271: Computer Organization <p>Info. Systems Option extra requirements:</p> <ul style="list-style-type: none"> CS271: Computer Organization Econ 201 <p>System Option extra requirements:</p> <ul style="list-style-type: none"> Mth 254 and 306 Ph 211/221 ECE271: Digital Logic Design 	Information Systems Undergraduate Admissions Oregon State University
Oregon Institute of Technology	BS Software Engineering Technology
<ul style="list-style-type: none"> Take both WR122 and WR227 Mth254 PSY201 for social science Can transfer in CS271 and CS275 for needed credits 	Physics required for science sequence
Portland State University	BS Computer Science
<ul style="list-style-type: none"> CS201, CS202 (CS261 at PCC) CS250, CS 251 (discrete math at PSU) Mth253 WR227 SP111 <p>Science courses must consist of an approved sequence of lab science courses. Choices are:</p> <ul style="list-style-type: none"> Ph 211/212/213 Ch 221/222/223 <p>or</p> <ul style="list-style-type: none"> Biology 251/252/253 (PSU numbers, or PCC numbers: 211/212/213) each with appropriate labs. 	<p>To become a CS major at PSU you must be admitted to the CS program in addition to being admitted to the university. Admission to the major requires a 2.0 all-attempts GPA in the PSU CS core, a C- or better in other required lower division courses, as well as passing an in-person programming proficiency exam. Fall applications to the major are due July 1st. For more information see: Admission to the CS Major Portland State University (pdx.edu)</p>
Southern Oregon University	BS Computer Science 1) Must have grade of B or higher in CS161/CS162

	(SOU CS256/CS257)
University of Oregon	BS Computer Information Science
<ul style="list-style-type: none"> • Mth231 & Mth232 • Calculus I, II and III or • Calc w/theory I, II, III 	1) Physics sequence required for Networks track students
Western Oregon University	BS Computer Science, BS Information Systems
<ul style="list-style-type: none"> • CS133x or CS233x or • CS234x or • CS262: Programming language* CS271: Computer Organization 	* Take a course in Java, if CS161-162 is in another language, otherwise any 2nd language in different programming paradigm from CS161-162.

Student Resource Guide for Locating Online Articulated Courses

Some community colleges may offer online courses to help fulfill university specific requirements. Please consult with the specific Community College for terms and availability of these online courses.

Notes and Clarifications

The following notes are not intended to be part of the "Guidelines" (above) but, rather, serve to clarify them for participating institutions.

1. Community colleges may not add graduation requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credit structure.
2. Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all the content recommended by the [Oregon Writing and English Advisory Committee \(OWEAC\)](#), including a research component.
3. Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the ASOT- CS. However, it is recommended that students and advisors note that grades earned in developmental courses will likely count in the cumulative grade point average (GPA) at the community college. It is also advised to work early with the receiving 4-year institution and determine what policy/practice is in place in calculating cumulative GPA upon transfer (since developmental courses will not transfer).

4. The "Foundational Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).
5. Computer Science courses used in the Science/Math/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at [OCCC wiki](#). Math courses listed in the Science/Math/Computer Science area must meet the outcomes and criteria for Mathematics.
6. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area. These can be found in "OUTCOMES AND CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON" section of this book
7. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.
8. WR 115 may be included in the ASOT- CS degree as an elective providing that the WR 115 course at the community college has been approved by the Office of Community Colleges and Workforce Development (CCWD) as meeting statewide learning outcomes for the course.
9. The principal advantage of the ASOT- CS is that it fulfills the lower-division (freshman / sophomore) General Education requirements for baccalaureate degrees at all Oregon public universities. It does not necessarily meet all the degree requirements that an Oregon public university might have beyond the requirements for majors. The ASOT- CS guarantees that all General Education credits that a student earned will be accepted as the General Education requirements at the receiving institution.

Students may also be able to use ASOT- CS general education courses to meet certain lower-division requirements in their intended major. Students intending to major in Computer Science and want to maximize the amount of ASOT- CS coursework that will count toward it, should work closely with an academic adviser.

11. Because the amount of coursework required for an ASOT- CS degree corresponds to two academic years, degree recipients are considered juniors for purposes of registration at an Oregon public university. Students should keep in mind, however, that the ASOT- CS does not guarantee that two additional years will suffice to earn a baccalaureate degree. That is because the ASOT- CS does not give students junior-standing in their majors. Neither does it guarantee entrance into a competitive major; minimum GPA and grades will not generally be high enough to gain admission to competitive programs. Students may need to take additional introductory work to prepare for certain majors and should check with an advisor regarding availability at their local community colleges.
12. Students and academic advisers should recognize that although the ASOT- CS provides an excellent structure for many students intending on pursuing a computer science 4-year degree, it is not ideal for everyone. Students should consult closely with a computer science advisor at both their community college and the 4-year transfer institution.
13. All courses must be passed with a C- or better. If a course is taken as a P/NP and the student receives a "Pass" ("P"), it is considered equivalent to a C- or better at all Oregon community colleges. However, it is recommended that students take courses for a letter grade and not P/NP.
14. For purposes of the Oregon ASOT- CS degree, no student with a disability shall be denied the degree or the benefits flowing there with respect to admission and matriculation at a state

university because the student has been granted an academic adjustment or program modification in any course required for the ASOT- CS degree. This provision includes course substitutions when granted as a disability accommodation in the manner prescribed by the student's community college. This provision may not necessarily apply to major specific course requirements or prerequisites. Oregon Community Colleges will consider a course substitution request on a case-by-case basis, based on the student's disability as determined by documentation if there is no substantial change to the course learning outcomes. Before considering a course substitution, assistive technology, tutoring, or other reasonable accommodations will be considered to enable the student to succeed in standard course work. However, nothing in these guidelines should be interpreted as requiring the student to attempt and fail a standard course, including one made more accessible through reasonable accommodation before consideration will be given to a request for course substitution. A course substitution will not automatically be made simply because the student has documentation of a disability impacting a particular area of academics. Requesting a course substitution should follow the process listed below.

- a. The student must request a disability-related course substitution through the designated Disability Services representative and provide appropriate documentation.
- b. The Disability Services Office will contact the vice president or college designee to determine whether the substitution course would result in a substantial change in the course learning outcomes.
- c. If the substitution would result in a substantial change in the course learning outcomes, the substitution will be denied.
- d. If the substitution does not result in a substantial change in the course learning outcomes it will be approved.

Computer Science Transfer-Specific Notes

1. Computer Science, Pro School/Program Admission: Admission to Computer Science or Professional school/program of any Oregon public university institution is not guaranteed upon completion of the Associate of Science/Oregon Transfer in Computer Science (ASOT- CS) degree. It is strongly recommended that students contact the specific Oregon public university campus' Computer Science school/program early in the first year of their ASOT- CS program to be advised about additional requirements and procedures for admission consideration to the Oregon public university institution and the Computer Science school/program.

ASSOCIATE OF SCIENCE (AS)

Intent

All colleges are pre-approved to offer this degree.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(9\)](#)

"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.

General Requirements

Local community colleges are responsible for clearly defining the requirements for the AS degree. At a minimum, the AS degree must include:

90-108 quarter credits or equivalent proficiency

Recognizable core of general education courses, and

Established standards of academic achievement (e.g., grade point average).

Electives

May include lower division transfer courses or career and technical education courses that have been state approved as a part of a community college/university transfer agreement with the Oregon public university where credit is to be applied.

Oregon public universities' institutional policies may vary on transfer of individual career and technical education courses taken outside of a block transfer agreement between the university and the community college.

Career and technical course credits (that will transfer) are generally limited to 12 credits.

Courses below the collegiate level do not apply to AS program requirements.

Submission Requirements

The AS is not required to be entered into Webforms

Notes And Clarifications

The manufacturing engineering technology degree articulation agreement with Oregon Institute of Technology will apply toward career and technical courses for those programs. For more information on those courses, see [OIT Manufacturing Engineering Technology Courses](#).

All colleges are pre-approved to offer this degree.

ASSOCIATE OF GENERAL STUDIES (AGS)

Intent

The Associate of General Studies (AGS) degree is intended to meet individual student needs using a variety of collegiate level courses to meet degree requirements. "Associate of General Studies" appears on the student's degree transcript. Specific program designation or focus may also appear on the transcript of degree. Academic or career and technical education courses used to satisfy AGS degree requirements must be collegiate level.

All colleges are pre-approved to offer this degree.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(6\)](#)

"Associate of General Studies" is an associate degree that meets individual students' needs using a variety of lower-division collegiate-level courses to meet degree requirements.

General Requirements

1. Local community colleges are responsible for clearly defining the requirements for the AGS degree. At a minimum, the AGS degree must include:
 - a. 90-108 quarter credits or equivalent proficiency
 - b. Recognizable core of general education courses, and
 - c. Established standards of academic achievement (e.g., grade point average).

Electives

Any combination of Lower Division Collegiate (LDC) transfer and/or Collegiate -level Career and Technical Education (CTE) courses.

Submission Requirements

1. The AGS is not required to be entered into Webforms

Notes And Clarifications

1. The Associate of General Studies degree is not to be advertised or communicated to students as occupational preparation and is not to be used instead of a state approved occupational preparatory Associate of Applied Science (AAS) degree or Certificate of Completion program.
2. All colleges are pre-approved to offer this degree.

Outcomes And Criteria for Transferable General Education Courses in Oregon

Approved by the Joint Boards' Articulation Committee on November 9, 2009; approved by the Councils of Chief Academic Officers and Provosts on November 13, 2009; approved by Unified Educational Enterprise on November 23, 2009; approved by the Joint Boards of Education on January 7, 2010.

Oregon Administrative Rule (OAR)

[OAR 589-006-0050 \(29\)](#)

"General education" refers to an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

Background

This work was inspired by the need to identify the fundamental principles that shape General Education in colleges and universities throughout Oregon. The intent was to use the principles in two ways: (1) to create a rational basis for determining the equivalency of courses intended to transfer; and (2) to enhance General Education throughout Oregon by encouraging direct dialog among faculty in each of the disciplines within this rich curriculum. We recognized that these goals were ambitious, but we were optimistic because of the collegial attention that had already been given to General Education in Oregon. Creation of the Associate of Arts Oregon Transfer (AAOT) degree in the late 1980s was possible because of our shared vision of the key disciplinary elements of General Education and, in 2005, the same spirit generated the Oregon Transfer Module (OTM). Our common understanding of the importance and overall purpose of General Education was articulated by the OUS Provosts' Council and endorsed by the Community Colleges' Council of Instructional Administrators in Fall 2004.

The Purpose of General Education

The education of undergraduate students is an essential activity of all Oregon colleges and universities. While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship. All parts of a well-designed education encourage these habits, but an effective General Education curriculum has this as its explicit goal. To this end, it seeks to promote:

1. The capacity for analytical thinking and problem solving
2. The ability to communicate effectively, including listening, observing, speaking and writing
3. An understanding of the natural world and the role of humans in it
4. An appreciation of the arts and humanities and the richness of human experience and expression
5. An awareness of multiple perspectives and the importance of diversity
6. A sense of societal responsibility, community service, and global citizenship
7. The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life

WHAT WAS THE PROBLEM?

Although colleges and universities in Oregon embrace the value of General Education, most have developed their own unique philosophies and curricula that support these ideals. These varied curricula are a valuable resource for Oregon students, but the underlying mechanics are complicated sets of course and credit specifications. Emphasis on these details can reduce this coursework to a mere checklist of requirements and fail to communicate the opportunities for delight and discovery it offers. Moreover, when students transfer, General Education credits may be "lost" because of incompatibilities among variant curricula – leading to understandable frustration in the face of seemingly arbitrary decisions.

WHAT DID WE DO ABOUT IT?

As educators, we knew we had the responsibility for improving matters. While General Education curricula depend on course and credit requirements to shape the intellectual experiences we desire for students, we know that a variety of structures can promote the qualities we're after. Thinking through the genetic underpinnings of cancer promotes analytical thinking, but so does dissecting the religious and cultural influences in 7th century Spain.

The Joint Boards Articulation Commission (JBAC) believed that what was needed was a collaboratively-developed framework within which to consider specific General Education courses. The framework would consist of two elements: (1) the broad outcomes we desire for students who take these courses and (2) the criteria for courses likely to achieve those outcomes. In addition to smoothing transfer, such a model had the potential to strengthen General Education in fundamental ways. By adhering to general principles rather than a rigid template, faculty would have the freedom to design General Education courses that exploit individual expertise and new insights. Students would benefit from faculty innovation in the classroom, while retaining assurance of the transferability of their coursework. Beginning in February 2006, JBAC led the effort to create this framework through the steps outlined below.

WHAT RESULTS DO WE ANTICIPATE?

Short-Term

A clear statement of the intended learning outcomes of a General Education curriculum, regardless of its particular design, will help all of us communicate the key role of General Education – to students, parents, and Oregon citizens. The definition of criteria for effective General Education courses will be immediately helpful to faculty as they improve existing General Education courses and design new ones.

Long-term

We hope that the criteria for effective General Education courses will form the basis of a new, faculty-led procedure for making thoughtful decisions about General Education coursework. At present, equivalency decisions can appear arbitrary because they are made according to local campus guidelines that are not widely known. In the new system, transferability will not depend on identity of course numbering or content, but on more general characteristics that can be shared by courses on diverse topics. Perhaps most important, we hope that the new system will foster a culture of substantive curricular discussions among faculty from diverse institutions. The collegiality of such groups was demonstrated during the creation of these Outcomes and Criteria statements, and we think their combination of disciplinary expertise and direct classroom experience is powerful. They are in the best position to communicate the nature of college-level work in their areas and to stimulate interest in high quality General Education for students throughout Oregon.

Outcomes And Criteria

ARTS AND LETTERS

Outcomes

As a result of taking General Education Arts & Letters (refers to works of art, whither written, crafted, designed, or performed and documents of historical or cultural significance) courses, a student should be able to:

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - a. Foster creative individual expression via analysis, synthesis, and critical evaluation
 - b. Compare/contrast attitudes and values of specific historical periods or world cultures
 - c. Examine the origins and influences of ethical or aesthetic traditions.

Outcomes

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement. As a result of taking a designated Cultural Literacy course, learners will be able to:

1. Identify and analyze complex practices, value, and beliefs and the culturally and historically defined meanings of difference

Criteria

A course with the Cultural Literacy designation will:

1. Explore how culturally based assumptions influence perceptions, behaviors, and policies
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues

Each course may also do one or more of the following:

1. Critically examine the impact of cultural filters on social interaction to encourage sensitivity and empathy toward people with different values or beliefs
2. Investigate how discrimination arises from culturally defined meanings attributed to difference
3. Analyze how social institutions perpetuate systems of privilege and discrimination
4. Explore social constructs in terms of power relationships

MATHEMATICS

Outcomes

As a result of taking General Education Mathematics courses, a student should be able to:

1. Use appropriate mathematics to solve problems and
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results

Criteria

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results
3. Create mathematical models, analyze these models, and when appropriate find and interpret solutions
4. Compare a variety of mathematical tools including technology, to determine an effective method of analysis
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly
7. Make mathematical connections to, and solve problems from, other disciplines

SCIENCE OR COMPUTER SCIENCE

Outcomes

As a result of taking General Education Science or Computer Science courses, a student should be able to:

1. Use appropriate mathematics to solve problems and
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results

Criteria

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

4. Science course specific: Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery
5. Computer Science course specific: Engage students in the design of algorithms and computer programs that solve problems

SOCIAL SCIENCE

Outcomes

As a result of taking General Education Social Science courses, a student should be able to:

1. Apply analytical skills to social phenomena to understand human behavior and
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live

Criteria

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the disciplines(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry
3. Utilize appropriate information literacy skills in written and oral communication
4. Understand the diversity of human experience and thought, individually and collectively
5. Apply knowledge and skills to contemporary problems and issues

SPEECH/ORAL COMMUNICATION

As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

1. Engage in ethical communication processes that accomplish goals
2. Respond to the needs of diverse audiences and contexts and
3. Build and manage relationships

Criteria

A course in Speech/Oral Communications should provide:

1. Instruction in fundamental communication theories
2. Instruction and practice of appropriate oral communication techniques.
3. Instruction and practice in the listening process
4. Instruction and practice in comprehension, interpretation, and critical evaluation of communication
5. Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts

6. Instruction in the responsibilities of ethical communicators
7. Instruction in the value and consequences of effective communication

WRITING

Outcomes

As a result of taking General Education Writing sequence, a student should be able to:

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences
2. Locate, evaluate, and ethically utilize information to communicate effectively and
3. Demonstrate appropriate reasoning in response to complex issues

Criteria

A course in Writing should:

1. Create a learning environment that fosters respectful and free exchange of ideas.
2. Include college-level readings that challenge students and require the analysis of complex ideas
3. Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others' ideas
4. Foster students' ability to summarize and respond in writing to ideas generated by reading and discussion
5. Require a substantial amount of formal and informal writing
Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
7. Foreground the importance of focus, organization, and logical development of written work
8. Guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments
9. Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English
10. Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system
11. Require appropriate technologies in the service of writing and learning

INFORMATION LITERACY

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

Outcomes

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

1. Formulate a problem statement
2. Determine the nature and extent of the information needed to address the problem
3. Access relevant information effectively and efficiently

4. Evaluate information and its source critically and
5. Understand many of the economic, legal, and social issues surrounding the use of information

Criteria

A Writing course infused with Information Literacy should include:

1. Instruction and practice in identifying gaps in knowledge and recognizing when information is needed
2. Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies
3. Instruction and practice in evaluating and selecting information using appropriate criteria
4. Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic
5. Instruction and practice in the ethical and legal use of information and information technologies
Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information

Contributors

The outcomes and criteria for each subject area were developed by individual content area experts from both private and public postsecondary institutions. To request a list of contributing members, please contact the [Community College and Workforce Development office](#).

PROGRAM AMENDMENT, SUSPENSION, AND DELETION

PROGRAM AMENDMENTS

Intent

Provide parameters and processes for program amendment.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(26\)](#)

"Deleted program" refers to the permanent elimination of a program previously approved by a community college board and the Commission or its designee.

[OAR 589-006-0050 \(46\)](#)

"Program amendment" means a change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.

[OAR 589-006-0050 \(54\)](#)

"State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission.

[OAR 589-006-0050 \(55\)](#)

"Suspended program" means the temporary removal of a state-approved program from the overall curriculum of a community college by the local community college board of education or their designee.

[OAR 589-006-0350](#)

Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs (Includes all certificates)

Overview

1. There are two types of process to ascertain if the program may amend;
 - **30% Curriculum Change Rule** – All certificates and the Associate of Applied Science Degree
 - **70%/30% Base and Curriculum Change Rule** – Associate of Applied Science *Option* Degree (AASO)

Requirements

The below established parameters are applied to all amended programs unless otherwise indicated.

1. Award
 - a. Award may not change
2. Curriculum Credit Change
 - a. Certificates and Associate of Applied Science - No more than 30% of the credits in the certificate or degree may change.

- b. Certificate of Applied Science Option Degree – No more than 30% of the credits in the degree may change **and** the Option Degree must still contain 70% of the base Associate of Applied Science Degree curriculum.
3. CIP Code
 - a. Certificates and Associate of Applied Science - The first 4 numbers of the CIP code must be the same as the base standalone program unless the Office of Community Colleges and Workforce Development has granted special permissions.
 - b. Certificate of Applied Science Option Degree – the assigned CIP may be a reasonable and recognizable specialization. Education Specialists are available to discuss.
 4. The title may not have a substantial change
 - a. Example #1: Biotechnology to Bioscience
 - b. Example #2: Engineering & Welding Practice (theory) to Welding Skills (technical skill)
 5. The base program must be in “approved” status in Webforms
 6. The courses must be [collegiate-level work](#)
 7. Include a recognizable core of [general education courses](#) or [related instruction](#)
 8. Include the [academic standard of achievement](#), (i.e., grade point average)

30% Change Rule

Program curriculum can change as it reacts to the student, industry, and other needs. The state established the 30% Rule to define minor changes or additions to a program. Calculations are made using the approved program credits.

Purpose

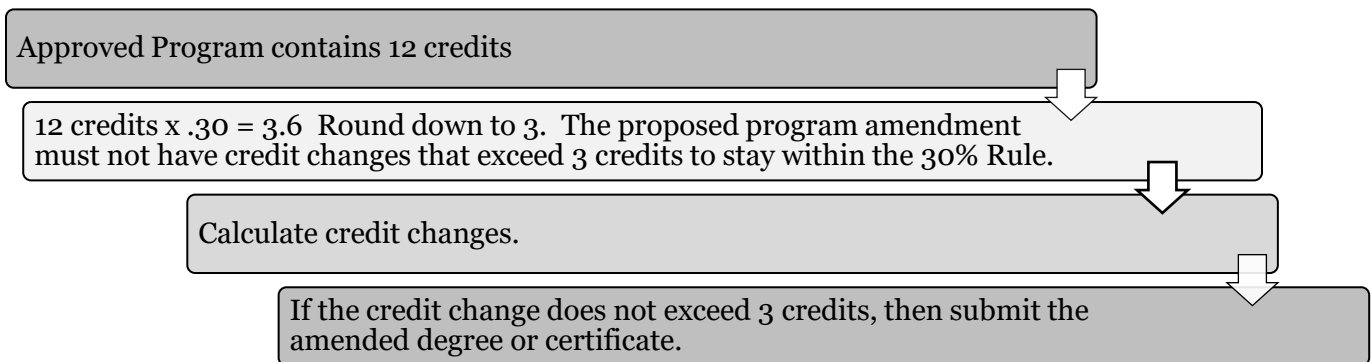
The purpose of calculating the 30% change is to find the maximum amount of credits (whole number) in which the program can change and still be considered a “minor” change.

Method

Equation: “Approved Program Credit” x “.30” = “Maximum Allowed Credit Change”

Since we do not use partial credits, the “Maximum Allowed Credit Change” number must always round down to the least whole number. Example: $12 \times .30 = 3.6$ credits. The number of credits in which the program can change is 3.6; however, we don’t calculate partial credits so this number will need to be rounded down to the nearest whole number, 3. Why round down? Rounding up would give us a number that would be a change of more than 30%.

Visual Explanation of 30% Change Rule



30% Change Rule In Action

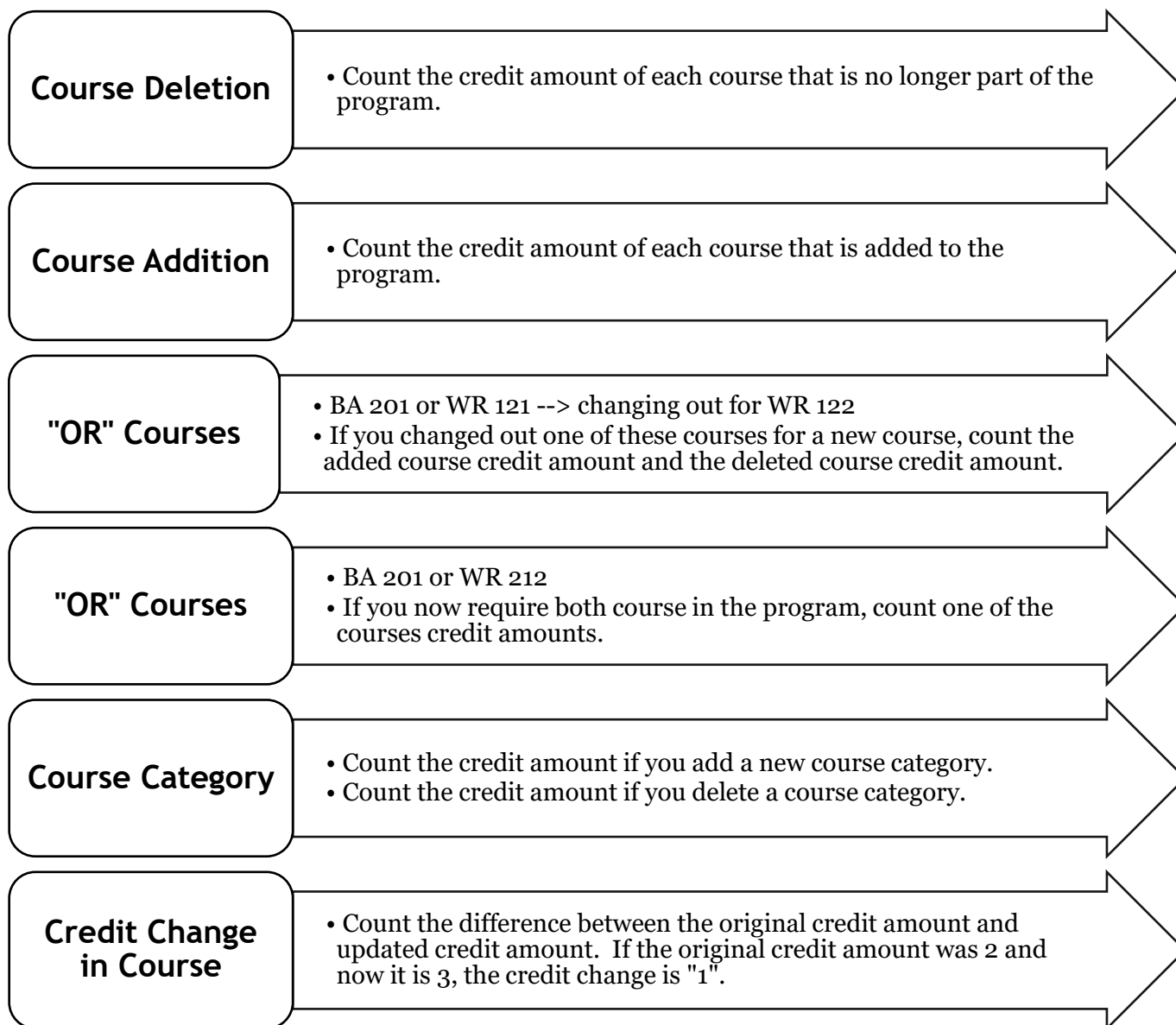
The below information takes the college through the process of calculating and understanding the 30% Rule. The college currently has an approved career pathways certificate of completion in Leadership Development for 12 credits. The instructor wants to add more courses.

1. Approved Program | Business Administration***Leadership Development CPCC (12 credits)
2. Proposed Program Amendment| Business Administration***Leadership Development CPCC (20 credits)

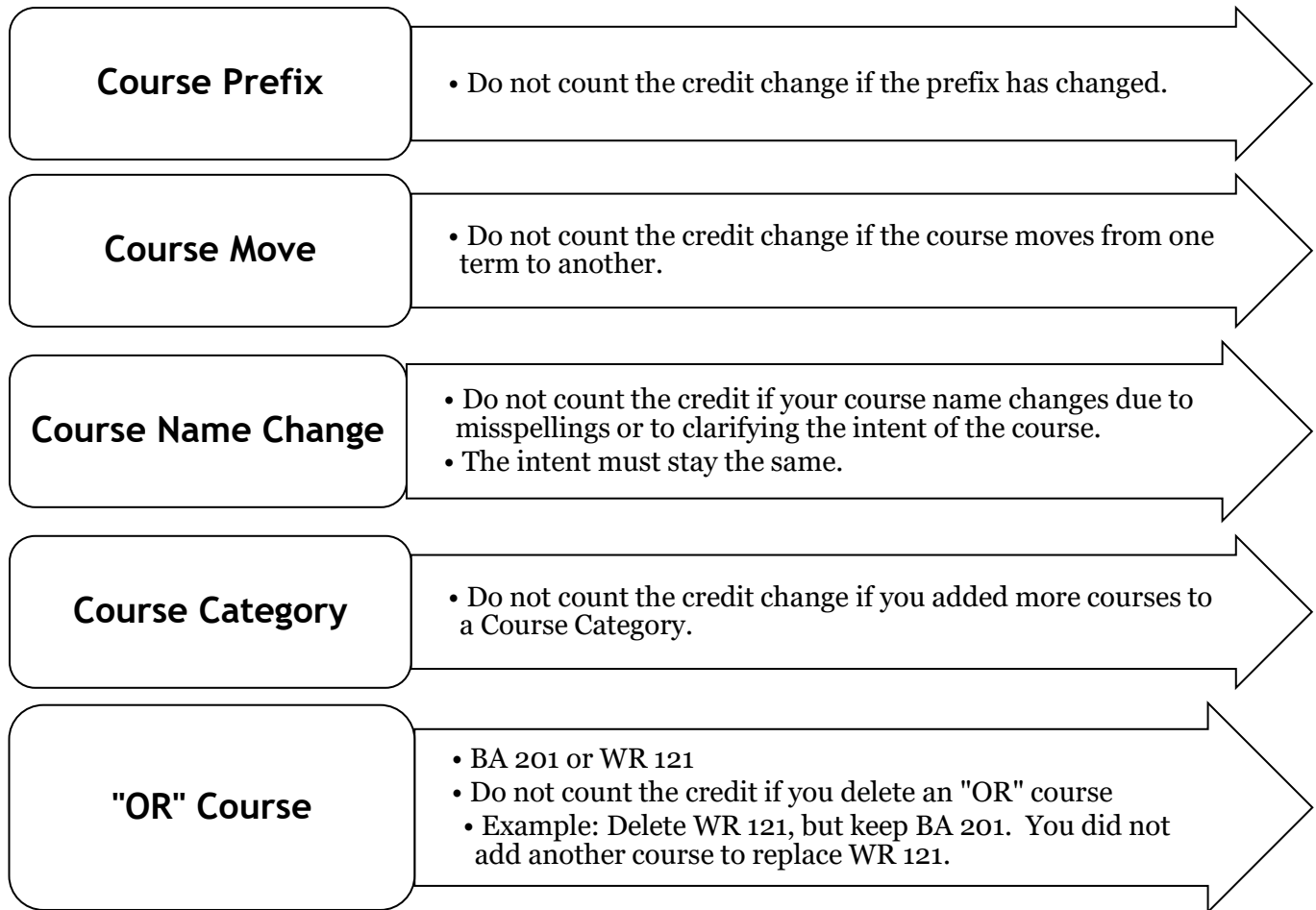
What counts as a curriculum change?

The first step in discovering if the program stays within the 30% change parameters is to become familiar with what does or does not count as a change. The following two diagrams below show the common course changes seen in programs. The credit change can be calculated using Curriculum Change Graphic One and Curriculum Change Graphic Two.

Curriculum Change Graphic #1



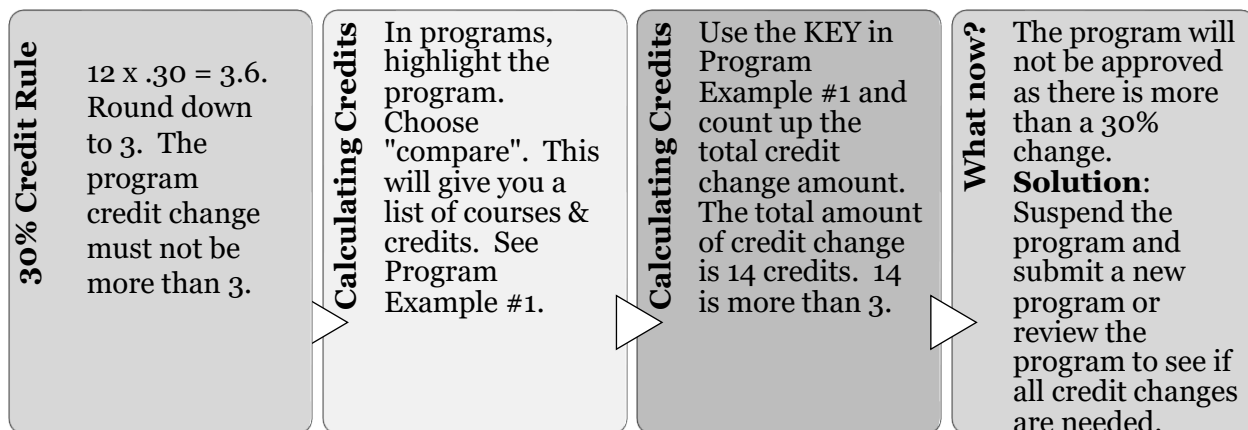
Curriculum Change Graphic #2



Calculating The Credits

Using **Webforms Example One**, start counting your credit changes. To obtain this graphic on your system, highlight the program in Webforms and choose “compare”. At the top of the “compare” document is a key that describes if the course was changed due to information edited, course added and course removed. When calculating the change, use the total credit number of the program before the changes. In this example, the credit count is 12.

CALCULATING THE CREDITS GRAPHIC



Webforms Example One

Blue Text: Information Edited				Blue Background: Course Added				Red Background: Course Removed							
2/5/2021				Approved on: 2/5/2021				3/4/2022				Approved on: 3/4/2022			
Addiction Studies and Human Services								Addiction Studies and Human Services							
Award: AAS CIP: 51.1501 CIP7: I CIP8: A Credits: 95.0				Award: AAS CIP: 51.1501 CIP7: I CIP8: A Credits: 90.0				Award: AAS CIP: 51.1501 CIP7: I CIP8: A Credits: 90.0				Award: AAS CIP: 51.1501 CIP7: I CIP8: A Credits: 90.0			
TERM 1								TERM 1							
Course #	Course Title	Clock Hrs.	Credits	Course #	Course Title	Clock Hrs.	Credits	Course #	Course Title	Clock Hrs.	Credits	Course #	Course Title	Clock Hrs.	Credits
HS101	Orientation to Human Services	30.0	3	HHP000	HHP Course Substitutions	0.0	4	HS101	Orientation to Human Services	30.0	3	HS101	Orientation to Human Services	30.0	3
HS161	Ethics for Human Services	40.0	4	HS101	Ethics for Human Services	40.0	4	HS161	Ethics for Human Services	40.0	4	HS161	Ethics for Human Services	40.0	4
HS162	Effective Helping Skills I	40.0	4	HS162	Effective Helping Skills I	40.0	4	HS162	Effective Helping Skills I	40.0	4	HS162	Effective Helping Skills I	40.0	4
HS180	Addictions, HIV and other Infectious Diseases	20.0	2	HS180	Addictions, HIV and other Infectious Diseases	20.0	2	HS180	Addictions, HIV and other Infectious Diseases	20.0	2	HS180	Addictions, HIV and other Infectious Diseases	20.0	2
HS200	Introduction to Addictions	30.0	3	HS200	Introduction to Addictions	30.0	3	HS200	Introduction to Addictions	30.0	3	HS200	Introduction to Addictions	30.0	3
HS201	Families and Addictions	30.0	3	HS201	Families and Addictions	30.0	3	HS201	Families and Addictions	30.0	3	HS201	Families and Addictions	30.0	3
HS205	Youth and Addictions	30.0	3	HS205	Youth and Addictions	30.0	3	HS205	Youth and Addictions	30.0	3	HS205	Youth and Addictions	30.0	3
HS206	Group Counseling Skills for Human Services	40.0	4	HS206	Group Counseling Skills for Human Services	40.0	4	HS206	Group Counseling Skills for Human Services	40.0	4	HS206	Group Counseling Skills for Human Services	40.0	4
HS208	Multicultural Issues in Human Services	40.0	4	HS208	Multicultural Issues in Human Services	40.0	4	HS208	Multicultural Issues in Human Services	40.0	4	HS208	Multicultural Issues in Human Services	40.0	4
HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4	HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4	HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4	HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4
HS210	Co-Occurring Disorders	40.0	4	HS210	Co-Occurring Disorders	40.0	4	HS210	Co-Occurring Disorders	40.0	4	HS210	Co-Occurring Disorders	40.0	4
HS224	Psychopharmacology	40.0	4	HS224	Psychopharmacology	40.0	4	HS224	Psychopharmacology	40.0	4	HS224	Psychopharmacology	40.0	4
HS260	Counseling Theories	40.0	4	HS260	Counseling Theories	40.0	4	HS260	Counseling Theories	40.0	4	HS260	Counseling Theories	40.0	4
HS262	Effective Helping Skills II	40.0	4	HS262	Effective Helping Skills II	40.0	4	HS262	Effective Helping Skills II	40.0	4	HS262	Effective Helping Skills II	40.0	4
HS263	Counseling the Chemically Dependent Client	30.0	3	HS266	Case Management for the Chemically Dependent Client	40.0	4	HS266	Case Management for the Chemically Dependent Client	40.0	4	HS266	Case Management for the Chemically Dependent Client	40.0	4
HS266	Case Management for the Chemically Dependent Client	40.0	4	HS290	Introduction to Practicum	10.0	1	HS290	Introduction to Practicum	10.0	1	HS290	Introduction to Practicum	10.0	1
HS290	Introduction to Practicum	10.0	1	HS291	Practicum in Human Services I	100.0	4	HS291	Practicum in Human Services I	100.0	4	HS291	Practicum in Human Services I	100.0	4
HS291	Practicum in Human Services I	100.0	4	WR121	Academic Composition	40.0	4	WR121	Academic Composition	40.0	4	WR121	Academic Composition	40.0	4
WR121	Academic Composition	40.0	4	COMM218	Interpersonal Communication	30.0	3	COMM218	Interpersonal Communication	30.0	3	COMM218	Interpersonal Communication	30.0	3
COMM218	Interpersonal Communication	30.0	3	COMM111	Fundamentals of Public Speaking	(40.0)	(4)	COMM111	Fundamentals of Public Speaking	(40.0)	(4)	COMM111	Fundamentals of Public Speaking	(40.0)	(4)

Explanation of 70% Base and 30% Change Rule

An AASO must contain 70% of the base AAS curriculum. Calculations are made using the approved program credits.

Purpose

The purpose of calculating the 70% change is to find the minimum amount of credits (whole number) the program can contain and be approved an AASO.

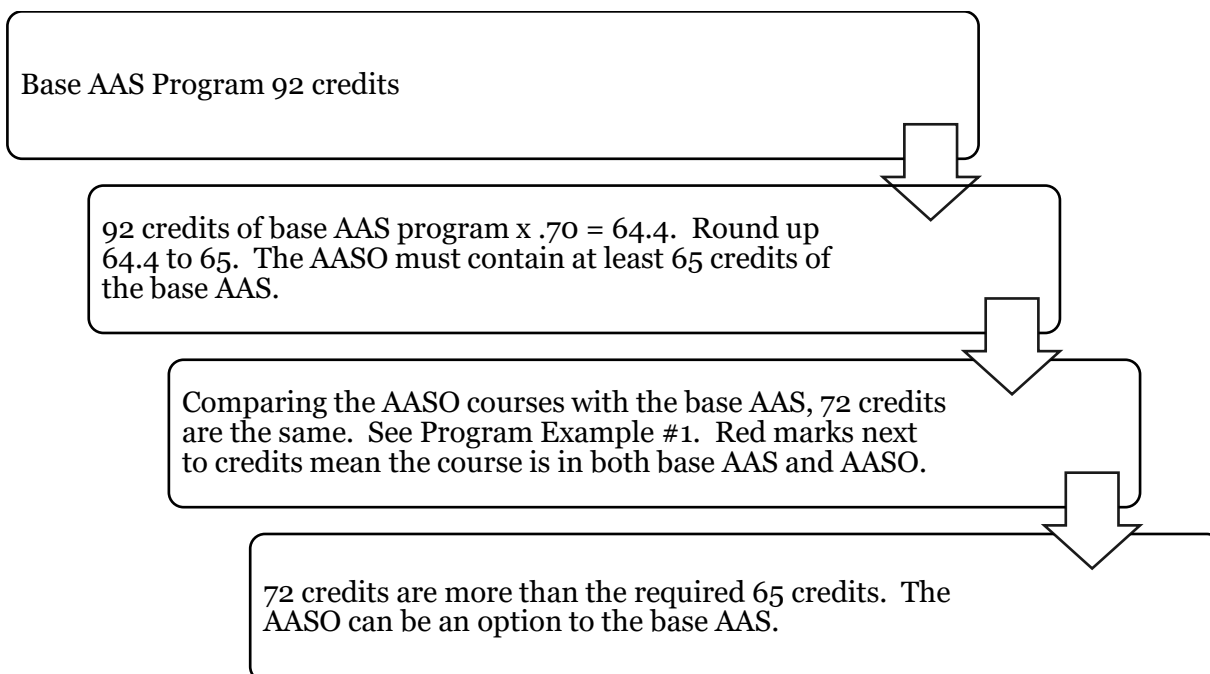
Method

Equation: "Approved Base AAS Credit" x ".70" = "Minimum Amount of Credit that must align."

Since we do not use partial credits in the percent-change formula, the "Minimum Amount of Credit Required" number must always round up to the next whole number. Example: $92 \times .70 = 64.4$ credits. The number of credits in the program must contain is 64.4; however, we don't calculate partial credits so this number will need to round up to the nearest whole number, 65. Why round up? Rounding down would give us a number that would be less than 70%.

Visual Explanation Of 70% Base Rule

The below is a visualization for how to calculate the 70% base rule



Determining The 70% Base Rule

To determine if the new AASO or amended AASO contain at least 70% of the base AAS curriculum, compare the courses in the approved AAS and the new or amended AASO. To find this information highlight each program in Webforms separately and choose “compare.”

Programs

<input type="checkbox"/>	Title	Award	Career Area
<input type="checkbox"/>	ACCOUNTING *** ACCOUNTING CLERK ~	CPCC	BU Business and

The 70% base rule example comparison is using Administrative Office Professional AAS (seen below as Base AAS) and Administrative Office Professional***Virtual Office Assistant AASO (seen below as Amended AASO)

1. Run compare reports for the approved base AAS and the amended AASO. Put both comparisons side by side. (See Base AAS and Amended AASO examples below.) In this example there are red lines next to each course in the AASO that is found in the Base AAS. This helps to clearly see what courses are the same.
2. Calculate what 70% of the credits adds up to in the Base AAS.
3. Calculate how many credits of the Amended AASO are found in the Base AAS.

70% Base Rule Graphic Example

70% Base AAS Credits

$92 \times .70 = 64.4$. Round up to 65. The AASO will need to contain at least 65 credits from the base AAS.

Comparing credits

Highlight the courses and credits in the AASO that are in the AAS (our example uses red lines.) Count up the number of credits. Is the credit number at least 65?

What now?

If you answered "yes" to the previous question, you are good to submit as a new AASO or move forward to see if the amended AASO meets the 30% Rule.

Base AAS

4/10/2018

Submitted on: 11/29/2016

Administrative Office Professional

Award: AAS CIP: 52.0401 CIP7: I CIP8: * Credits: 92.0

TERM 1

Course #	Course Title	Clock Hrs.	Credits
BT104	Business English 1	33	3
BT105	Business English 2	33	3
BT116	Office Procedures	33	3
BT123	Minute-Taking, Level 1	22	2
BT128	Records Management	33	3
BT186	Personal and Professional Development	33	3
BT210	Professional Communication Skills	44	4
CA117	Microsoft Publisher	33	3
CA118B	Excel Basics	33	3
CA118C1	Access Basics 1	11	1
CA118C2	Access Basics 2	11	1
CA121	Keyboarding	33	3
CA122	Keyboard Skillbuilding	33	3
CA201D	Microsoft Word Processing 1	33	3
CA202D	Microsoft Word Processing 2	33	3
CA213	Integrating Office Procedures	33	3
CA100	Beginning Computing Or	33	3
BA131	Business Computing	(44)	(4)

TERM 1 Total: 47

TERM 2

Course #	Course Title	Clock Hrs.	Credits
AOPGE000	Administrative Office Professional General Education Electives	0	3
BA101	Introduction to Business	44	4
BA115	Introduction to Accounting	44	4
BA214	Business Communications	33	3
BA226	Business Law 1	44	4
BA251	Office Management	33	3
BT230	Organization Performance and Customer Service	33	3
BT271	Administrative Capstone Project	44	4
BT280C	Cooperative Work Experience	66	3
CA119	Office Desktop Publishing 1	44	4
CA208	Workplace Presentations Using PowerPoint	33	3
CA220	QuickBooks: Computerized Bookkeeping	33	3
BA104	Business Applications Using Mathematics Or	44	4
MTH070	Elementary Algebra (or higher)	(44)	(4)

TERM 2 Total: 45

Administrative Office Professional Total: 92

Amended AASO - Webforms

2/28/2017

Submitted on: 11/29/2016

Administrative Office Professional *** VIRTUAL OFFICE ASSISTANT

Award: AASO CIP: 52.0401 CIP7: I CIP8: A Credits: 92.0

TERM 1

Course #	Course Title	Clock Hrs.	Credits
BA115	Introduction to Accounting	44	4
BT104	Business English 1	33	3
BT105	Business English 2	33	3
BT116	Office Procedures	33	3
BT128	Records Management	33	3
BT186	Personal and Professional Development	33	3
BT210	Professional Communication Skills	44	4
CA118B	Excel Basics	33	3
CA118C1	Access Basics 1	11	1
CA118C2	Access Basics 2	11	1
CA121	Keyboarding	33	3
CA122	Keyboard Skillbuilding	33	3
CA201D	Microsoft Word Processing 1	33	3
CA202D	Microsoft Word Processing 2	33	3
CA213	Integrating Office Procedures	33	3
CA100	Beginning Computing Or	33	3
BA131	Business Computing	(44)	(4)

TERM 1 Total: 46

TERM 2

Course #	Course Title	Clock Hrs.	Credits
BA101	Introduction to Business	44	4
BA209	Introduction to Social Media	44	4
BA214	Business Communications	33	3
BA223	Principles of Marketing	44	4
BA226	Business Law 1	44	4
BT230	Organization Performance and Customer Service	33	3
BT272	Virtual Office 1	44	4
CA117	Microsoft Publisher	33	3
CA119	Office Desktop Publishing 1	44	4
CA220	QuickBooks: Computerized Bookkeeping	33	3
VAOGE000	Virtual Office Assistant General Education Electives	0	3
BA104	Business Applications Using Mathematics Or	44	4
MTH070	Elementary Algebra (or higher)	(44)	(4)
BA251	Office Management Or	33	3
BA206	Business Management Principles Or	(44)	(4)
BA250	Small Business and Entrepreneurship	(44)	(4)

TERM 2 Total: 46

Administrative Office Professional * VIRTUAL OFFICE ASSISTANT Total: 92**

Determining if an Amended AASO meets the 70%/30% Rule

In the example of the Administrative Office Professional AAS and the Administrative Office Professional***Virtual Office Assistant AASO above, the Amended AASO met the requirements of the 70% rule. The next step is to see if the Amended AASO meets the requirements of the 30% Curriculum Change rule.

Explanation of 30% Curriculum Change Rule

Program curriculum can change as it reacts to the student, industry, and other needs. The state established the 30% Curriculum Change Rule to define minor changes or additions to a program. Calculations are made using the approved program credits.

Purpose

The purpose of calculating the 30% change is to find the maximum number of credits (whole number) in which the program can change and still be considered a “minor” change.

Method

Equation: “Approved Program Credit” x “.30” = “Maximum Allowed Credit Change”

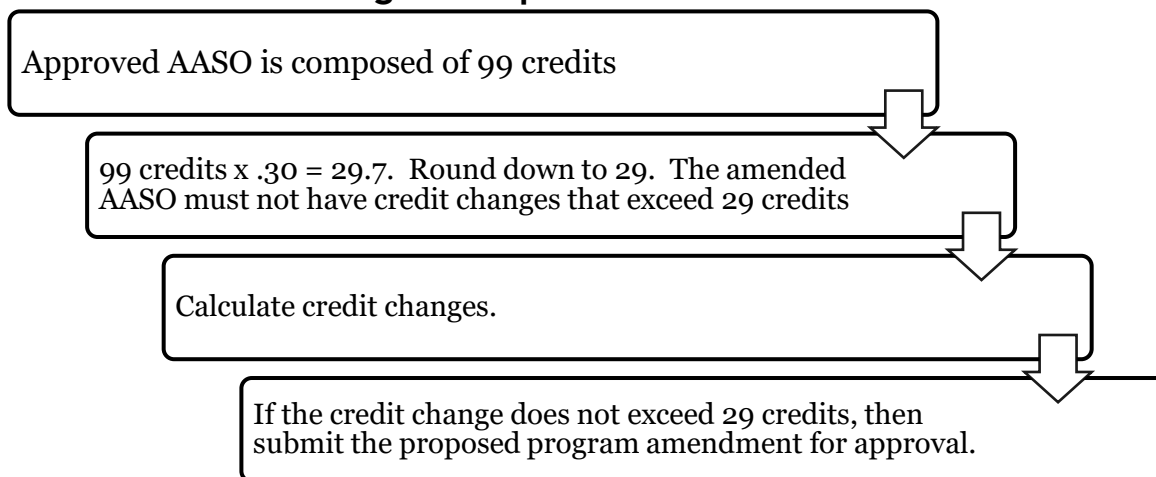
Since we do not use partial credits, the “Maximum Allowed Credit Change” number must always round down to the least whole number. Example: $99 \times .30 = 29.7$ credits. The number of credits in which the program can change is 29.7; however, we don’t calculate partial credits so this number will need to be rounded down to the nearest whole number, 29. Why round down? Rounding up would give us a number that would be a change of more than 30%.

30% Curriculum Change Rule In Action

The below information takes the college through the process of calculating and understanding the 30% Rule.

1. Approved Program | Administrative Office Professional***Virtual Office Assistant AAS) (99 credits)
2. Proposed Program Amendment | Administrative Office Professional***Virtual Office Assistant AASO (92 credits)

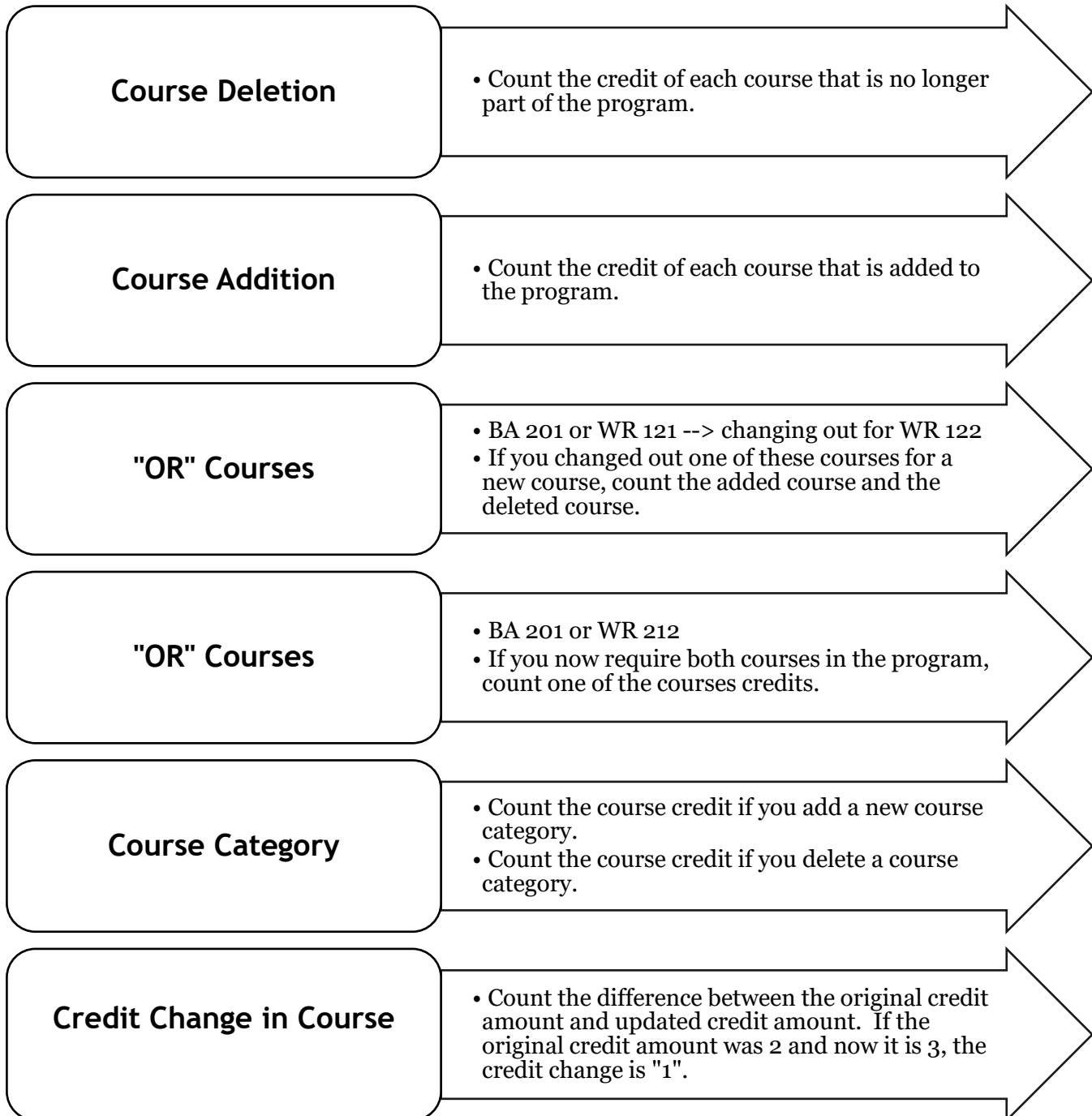
30% Curriculum Change Example



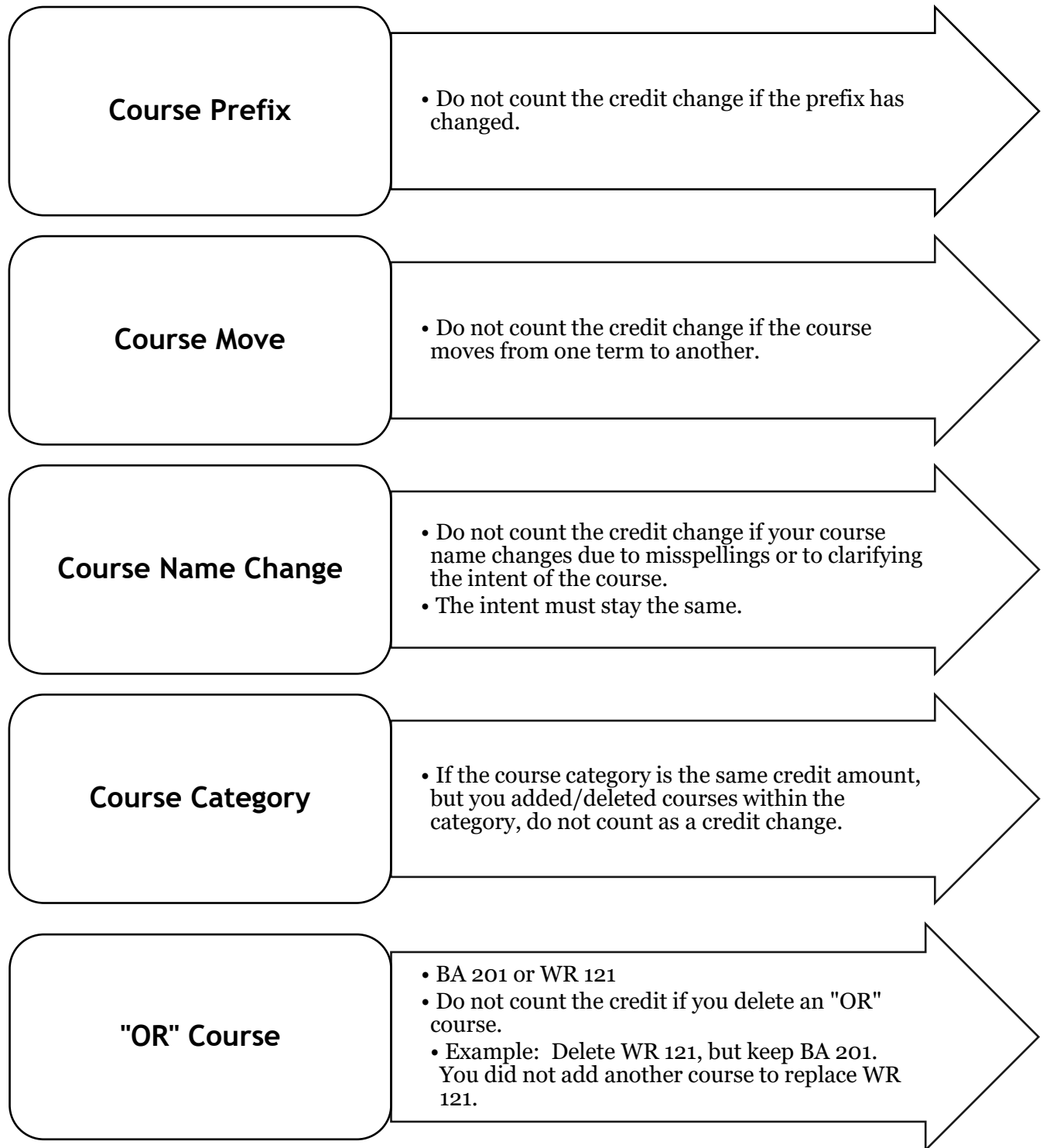
What counts as a credit change?

The first step in discovering if the program stays within the 30% curriculum change parameters is to become familiar with what does or does not count as a change. The following two diagrams below show the common course changes seen in programs. The credit change can be calculated using Curriculum Change Graphic One and Curriculum Change Graphic Two

Curriculum Change Graphic One



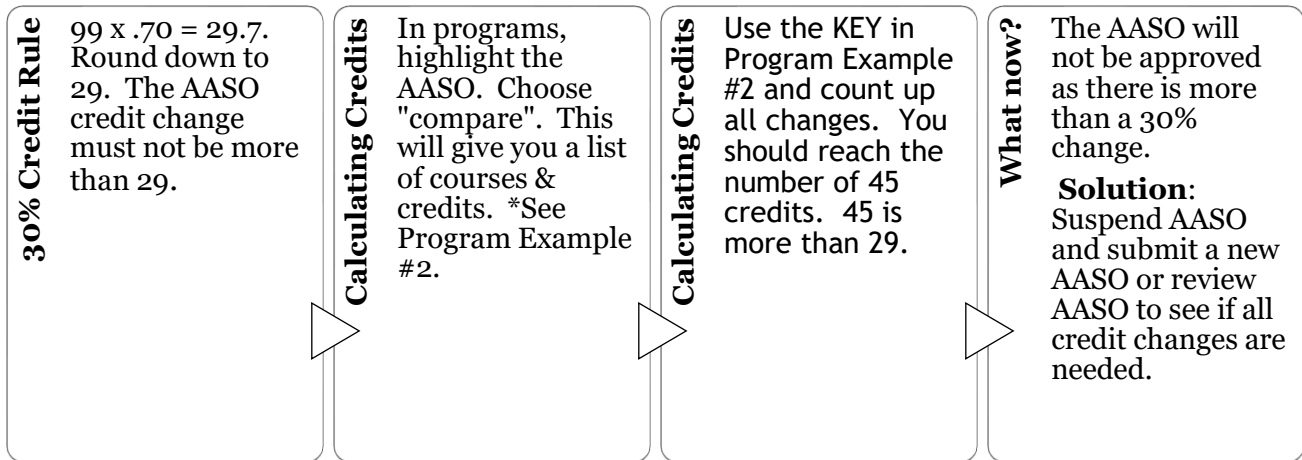
Curriculum Change Graphic Two



Calculating the Credits

Using **Webforms Example Two**, start counting your credit changes. To find this information highlight the program in Webforms separately and choose “compare.” At the top of the “compare” document is a key that describes if the course was changed due to information edited, term change, course added and course removed. When calculating the change, use the credit count of the program before the changes. In this example, the credit count is 99.

Calculating the credits example



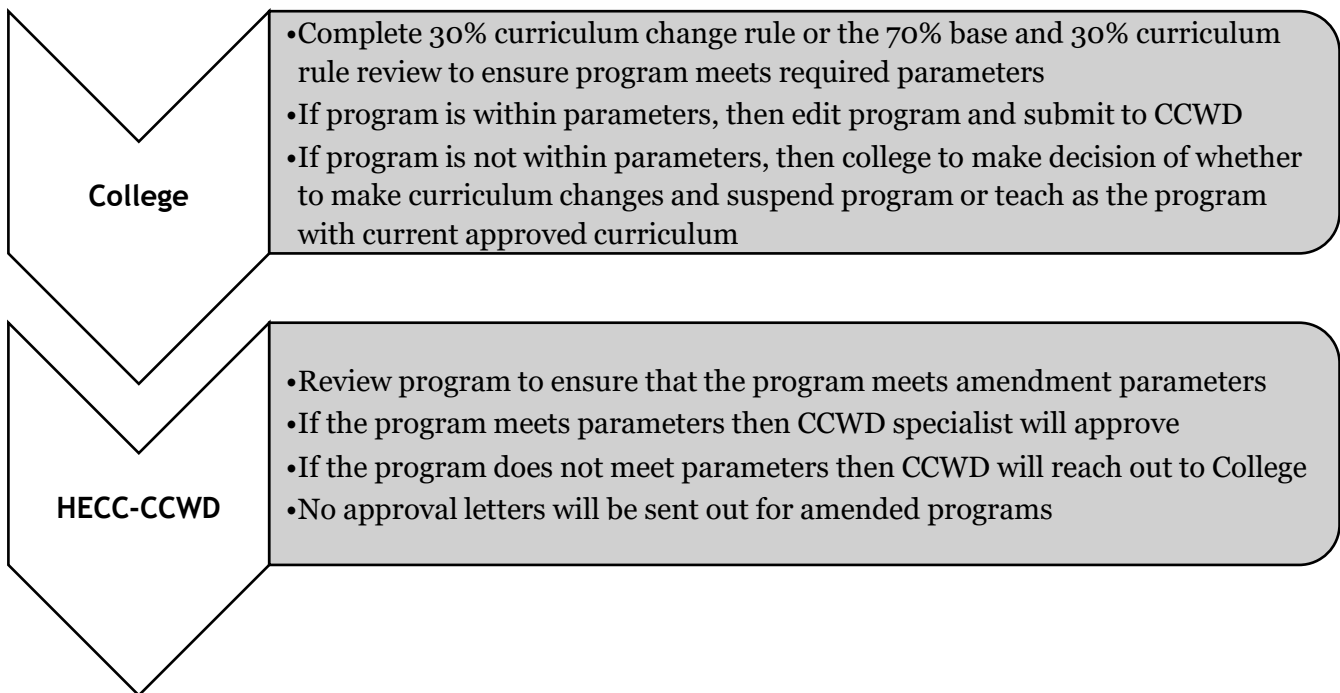
Webforms 30% Change Calculation Example Two

Blue Text: Information Edited		Green Background: Term Changed		Blue Background: Course Added		Red Background: Course Removed	
12/2/2016				2/28/2017			
Approved on: 12/2/2016				Submitted on: 11/29/2016			
Administrative Office Professional *** VIRTUAL OFFICE ASSISTANT				Administrative Office Professional *** VIRTUAL OFFICE ASSISTANT			
Award: AASO CIP: 52.0401 CIP7: I CIP8: A Credits: 99.0				Award: AASO CIP: 52.0401 CIP7: I CIP8: A Credits: 92.0			
TERM 1				TERM 1			
Course #	Course Title	Clock Hrs.	Credits	Course #	Course Title	Clock Hrs.	Credits
BA115	Introduction to Accounting	44	4	BA115	Introduction to Accounting	44	4
BT105	Business English 2	33	3	BT104	Business English 1	33	3
BT112	Proofreading/Editing	33	3	BT105	Business English 2	33	3
BT116	Office Procedures	33	3	BT116	Office Procedures	33	3
BT128	Introduction to Records Management	22	2	BT128	Records Management	33	3
BT186	Personal and Professional Development	33	3	BT186	Personal and Professional Development	33	3
BT210	Professional Communication Skills	44	4	BT210	Professional Communication Skills	44	4
CA118A	Microsoft Windows Basics	11	1	CA118B	Excel Basics	33	3
CA118B1	Excel Basics 1	11	1	CA118C1	Access Basics 1	11	1
CA118B2	Excel Basics 2	11	1	CA118C2	Access Basics 2	11	1
CA118B3	Excel Basics 3	11	1	CA121	Keyboarding	33	3
CA118C1	Access Basics 1	11	1	CA122	Keyboard Skillbuilding	33	3
CA118C2	Access Basics 2	11	1	CA201D	Microsoft Word Processing 1	33	3
CA118D	Internet for the Office Environment	11	1	CA202D	Microsoft Word Processing 2	33	3
CA118E	E-mail and Personal Information Manager Basics	11	1	CA213	Integrating Office Procedures	33	3
CA122	Keyboard Skillbuilding	33	3	CA100	Beginning Computing Or	33	3
CA201D	Microsoft Word Processing 1	33	3	BA131	Business Computing	(44)	(4)
CA202D	Microsoft Word Processing 2	33	3		TERM 1 Total:		46
CA208	Workplace Presentations Using PowerPoint	33	3	TERM 2			
CA213	Integrating Office Procedures	33	3	Course #	Course Title	Clock Hrs.	Credits
CIS101	Introduction to Microcomputer Applications Or	33	3	BA101	Introduction to Business	44	4
CA100	Beginning Computing	(33)	(3)	BA209	Introduction to Social Media	44	4
	TERM 1 Total:		48	BA214	Business Communications	33	3
TERM 2				BA223	Principles of Marketing	44	4
Course #	Course Title	Clock Hrs.	Credits	BA226	Business Law 1	44	4
BA101	Introduction to Business	44	4	BT230	Organization Performance and Customer Service	33	3
BA209	Introduction to Social Media	44	4	BT272	Virtual Office 1	44	4
BA214	Business Communications	33	3	CA117	Microsoft Publisher	33	3
BA223	Principles of Marketing	44	4	CA119	Office Desktop Publishing 1	44	4
BA226	Business Law 1	44	4	CA220	QuickBooks: Computerized Bookkeeping	33	3
BT230	Organization Performance and Customer Service	33	3	VAOGE0000	Virtual Office Assistant General Education Electives	0	3
BT272	Virtual Office 1	44	4	BA104	Business Applications Using Mathematics Or	44	4
BT273	Virtual Office 2	44	4	MTH070	Elementary Algebra (or higher)	(44)	(4)
CA119	Office Desktop Publishing 1	44	4	BA251	Office Management Or	33	3
CA220	QuickBooks: Computerized Bookkeeping	33	3	BA206	Business Management Principles Or	(44)	(4)
CA225	Advanced Document Production	33	3	BA250	Small Business and Entrepreneurship	(44)	(4)
PSY104	Workplace Psychology	44	4		TERM 2 Total:		46
BA104	Business Applications Using Mathematics Or	44	4	Administrative Office Professional *** VIRTUAL OFFICE ASSISTANT Total:			
MTH070	Elementary Algebra (or higher)	(44)	(4)				92

Submission Requirements

1. Edit current program application
 - a. Update all fields that need change
 - b. Promising Practices
 - i. Attach meeting minutes that approve the program changes
 - ii. Attach any information that will tell CCWD about this program
 - c. Submit for approval

Submission Requirements Graphic



PROGRAM SUSPENSIONS

Intent

Provide parameters and processes for program suspension.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(26\)](#)

"Deleted program" refers to the permanent elimination of a program previously approved by a community college board and the Commission or its designee.

[OAR 589-006-0050 \(46\)](#)

"Program amendment" means a change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.

[OAR 589-006-0050 \(54\)](#)

"State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission.

[OAR 589-006-0050 \(55\)](#)

"Suspended program" means the temporary removal of a state-approved program from the overall curriculum of a community college by the local community college board of education or their designee.

[OAR 589-006-0350](#)

Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs (Includes all certificates)

[OAR 589-006-0350\(4\)](#)

Community colleges may request that a program be suspended for a period of three years. The program suspension period will begin on the date the college notifies the Commission of its intent to suspend a program. The Commission will notify colleges prior to the deletion of suspended programs. After three years suspended programs will require re-approval utilizing the approval procedure identified by the Commission or its designee.

Overview

1. Reason for suspension
 - The program did not stay within parameters for an amendment
 - Student enrollment is declining
 - Financial resources not available
 - Inability to recruit qualified instructors
 - Industry need has changed
 - Other reasons.

2. Teaching out obligations
3. Collaborative partner notification

Requirements

The below established parameters are applied to all suspended programs.

1. Suspension Letter
 - a. Must be from Chief Academic Office, Vice President of Instruction, or college president
 - b. Must include name of program, award and full CIP code
 - c. May have multiple programs on one letter
 - d. Must be sent with suspension form(s) as soon as college knows that the program is being suspended
2. Suspension Form must have
 - a. Only one program per form
 - b. All fields filled out with suspension reasons and college's plans
3. Suspension period is for three years unless college has requested the program be deleted immediately (*once a program is deleted, the college must go through the full new program approval process*)
 - a. College may reinstate this program within three years by contacting CCWD
 - b. The three-year period is intended to
 - i. Give college time to teach out the current cohort
 - ii. Give college time to bring back the program if need arises

Resources

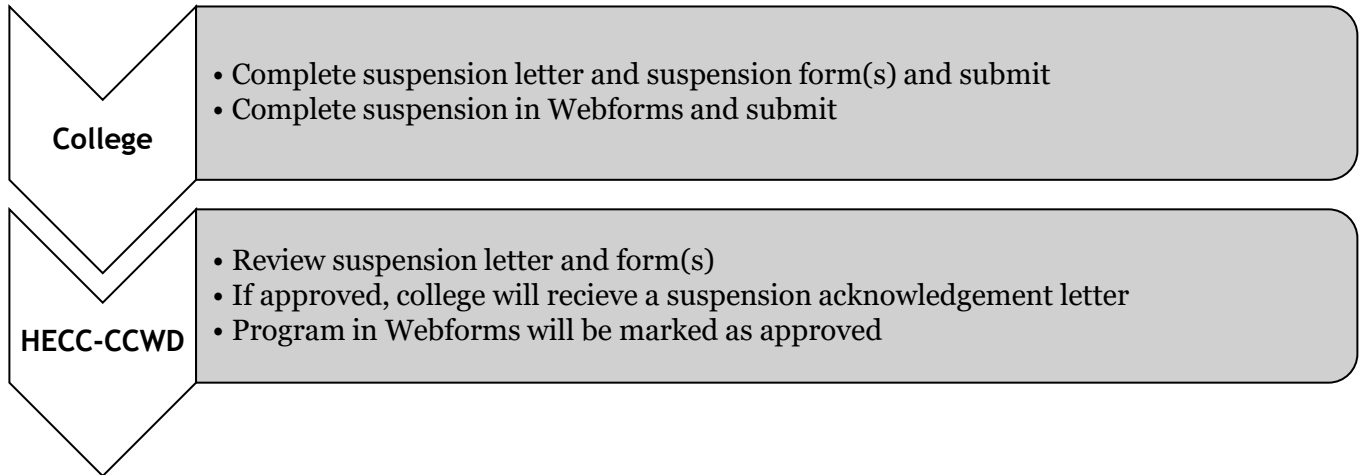
1. [Suspension Letter and Form Example](#)
2. [Suspension Form](#)

Submission Requirements and Process

1. Suspension Letter and Form

Filled out and sent to Hecc.AB@HECC.oregon.gov
2. Suspend in Webforms.
 - a. Edit program in Webforms
 - i. Suspend Program
 - ii. Date Suspended
 - iii. Reason: Write "See letter sent on (insert date here)"
 - iv. Save & Close
 - b. Program name is now orange
 - c. Highlight and submit program for approval

Visual



PROGRAM DELETION

Intent

Provide parameters and processes for program suspension.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(26\)](#)

"Deleted program" refers to the permanent elimination of a program previously approved by a community college board and the Commission or its designee.

[OAR 589-006-0050 \(46\)](#)

"Program amendment" means a change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.

[OAR 589-006-0050 \(54\)](#)

"State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission.

[OAR 589-006-0050 \(55\)](#)

"Suspended program" means the temporary removal of a state-approved program from the overall curriculum of a community college by the local community college board of education or their designee.

[OAR 589-006-0350](#)

Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs (Includes all certificates)

[OAR 589-006-0350\(4\)](#)

Community colleges may request that a program be suspended for a period of three years. The program suspension period will begin on the date the college notifies the Commission of its intent to suspend a program. The Commission will notify colleges prior to the deletion of suspended programs. After three years suspended programs will require re-approval utilizing the approval procedure identified by the Commission or its designee.

Overview

1. Reason for deletion
 - Program has been suspended for three years
 - There are currently no enrolled students in the program
 - The program did not stay within parameters for an amendment and the college will be submitting a new program to take its place
2. Teaching out obligations
3. Collaborative partner notification

Requirements

The below established parameters are applied to all suspended programs.

1. Suspension Letter
 - a. Must be from Chief Academic Office, Vice President of Instruction, or college president and request immediate deletion of program
 - b. Must include name of program, award and full CIP code
 - c. Must include Teach Out options/plans
 - d. May have multiple programs on one letter
 - e. Must be sent with suspension form(s) as soon as college knows that the program is being suspended
2. Suspension Form must have
 - a. Only one program per form
 - b. All fields filled out with suspension reasons and college's plans
 - c. The form does not need to specify immediate deletion as the suspension letter does.
3. Immediate deletion of a program is final
 - a. College may not reinstate this program

Resources

1. [Suspension Letter and Form Example](#)
2. [Suspension Form](#)

Submission Requirements and Process

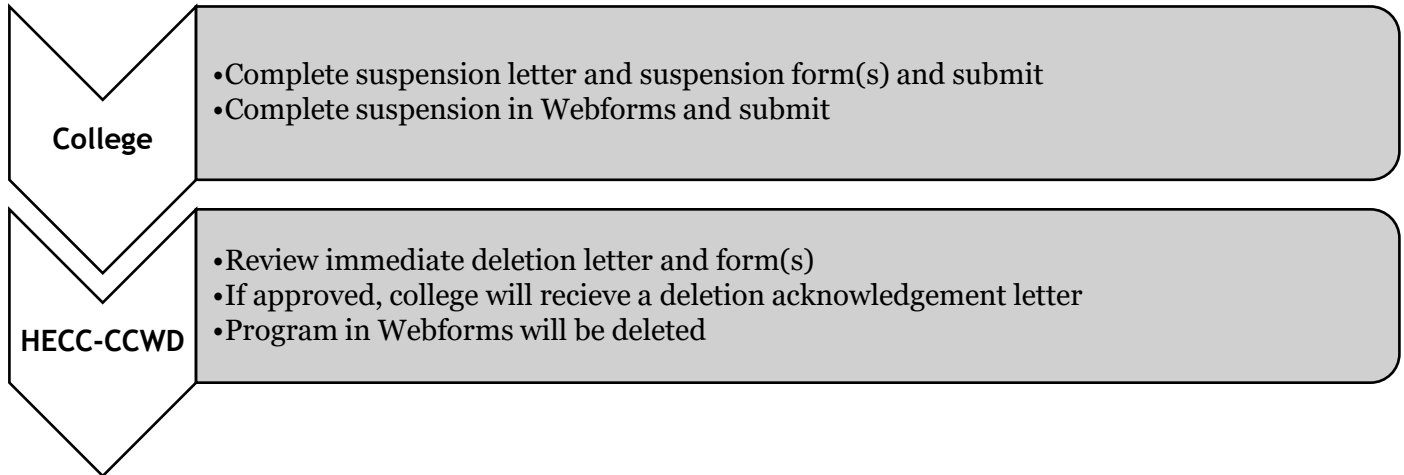
1. Suspension Letter and Form

Filled out and sent to Hecc.AB@HECC.oregon.gov
2. Suspend in Webforms

Edit program in Webforms

 - i. Suspend Program
 - ii. Date Suspended
 - iii. Reason: Immediate Deletion Requested via letter on (insert date)
 - iv. Save & Close
 - b. Program name is now orange
 - c. Highlight and submit program for approval

Visual



ACRONYM LIST

Acronym	Description
AACC	American Association of Community Colleges
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Degree
AASO	Associate of Applied Science Degree Option
AAT	Associate of Arts Transfer Degree
AB	Applied Baccalaureate
ABE	Adult Basic Education
ABS	Adult Basic Skills program (WIOA Title II)
ACTE	Association of Career and Technical Education
ADA	Americans with Disabilities Act
AEFLA	Adult Education & Family Literacy Act
AGS	Associate of General Studies Degree
AHSD	Adult High School Diploma
AII/DD	Adverse Intersegmental Impact/Detrimental Duplication
AP	Advanced Placement
AS	Associate of Science Degree
ASOT-B	Associate of Science Oregon Transfer, Business
ASOT-CS	Associate of Science Oregon Transfer, Computer Science
AST	Associate of Science Transfer Degree
B & I	Business and Industry
BAAS	Business and Industry-Based Associate of Applied Science Degree
BAS	Bachelor of Applied Science
BITS	Business and Industry Training Systems

Acronym	Description
BOLI	Oregon Bureau of Labor & Industries
CAMP	College Assistance Migrant Program
CAO	Chief Academic Officer
CCBA	Community College Baccalaureate Association
CCL	Career Connected Learning
CCLSN	Career Connected Learning Systems Navigator
CCNS	Common Course Numbering System
CCR	College and Career Readiness
CCSF	Community College Support Fund
CCSS	Common Core State Standards
CCWD	Office of Community Colleges and Workforce Development
CEU	Continuing Education Unit
CIA	Council of Instructional Administrators
CIP	Classification of Instructional Programs
CIS	Career Information System
CNP	Career Navigator Pool
COABE	Coalition of Adult Basic Education
CPL	Credit for Prior Learning
CRLS	Career Related Learning Standards
CSSA	College Student Services Administration
CTE	Career and Technical Education
CTM	Core Transfer Map
CWE	Cooperative Work Experience
D4A	Data for Analysis

Acronym	Description
DACA	Deferred Action for Childhood Arrivals
DATA	Digital Accountability and Transparency Act
DSS	Direct Student Services
EDGAR	Education Department General Administrative Regulations
ELL	English Language Learner
ENNL	English for Non-Native Learners
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
EST	Employment Skills Training Certificate
ETPL	Eligible Training Providers List (WIOA Title I)
FERPA	Family Educational Rights and Privacy Act
FFGS	First Generation Student Success
FFSR	Final Financial Status Report
FTE	Full-Time Equivalency
HEA	Higher Education Act
HECC	Higher Education Coordinating Commission
HSE	High School Equivalency
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan (Program)
IET	Integrated Education and Training
IG	Integrated Guidance
ITA	Individual Training Account (WIOA)
LDC	Lower Division Collegiate

Acronym	Description
LMI	Labor Market Information
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTM	Major Transfer Map
NAPE	National Alliance for Partnerships in Equity
NCRC	National Career Readiness Certificate TM
NCTC	Noncredit Training Certificate
NCWE	National Council for Workforce Education
NEA	National Education Association
NOA	Notice of Application (in Webforms)
NWCCU	Northwest Commission on Colleges and Universities
OACCE	Oregon Association of Career and Continuing Education
OAR	Oregon Administrative Rule
OCCA	Oregon Community College Association
OCCAC	Oregon Community College Apprenticeship Consortium
OCCDLA	Oregon Community College Distance Learning Association
OCCIR	Oregon Community College Council or Institutional Researchers
OCCURS	Oregon Community College Unified Reporting System
OCNE	Oregon Consortium for Nursing Education
OCOP	Oregon Councils of Presidents
OCR	Office for Civil Rights
OCTAE	Office of Career, Technical and Adult Education
ODE	Oregon Department of Education
OER	Open Education Resources

Acronym	Description
OES	Occupational Employment Statistics
OLMIS	Oregon Labor Market Information System
OPU	Oregon Public Universities
ORS	Oregon Revised Statutes
OSA	Oregon Student Association
OSBHE	Oregon State Board of Higher Education (Old) - Now Higher Education Coordinating Commission (HECC)
OST	Occupational Skills Training Certificate
OTAC	Oregon Transfer and Articulation Committee
OTC	Oregon Transfer Compass
OTM	Oregon Transfer Module
OWIB	Oregon Workforce Investment Board
PCA	Program Cost Analysis
PCW	Perkins Coordinating Workgroup
POC	College Point of Contact (Program and Course Approval)
POP	Policy Option Package
POS - CTE	Perkins Career and Technical Education Program of Study
RFA	Request for Application
RFP	Request for Proposal
SAAS	Statewide Associate of Applied Science degree
SBDC	Small Business Development Center
SPDH	Single Parent and Displaced Homemaker or Transitions programs
SPIT	State Plan Implementation Team (Perkins)
SPST	Secondary-Post Secondary Team
STEAM	Science, Technology, Engineering, Arts, Math

Acronym	Description
STEM	Science, Technology, Engineering, and Math
STREAM	Science, Technology, Reading/Writing, Engineering, Arts, Math
TESOL	Teachers of English to Speakers of Other Languages
TIE	Talent, Innovation, and Equity
USDE	U.S. Department of Education
VPI	Vice President of Instruction
WBL	Work Based Learning (Career Preparation and Training)
WICHE	Western Interstate Commission for Higher Education
WIOA	Workforce Innovation and Opportunity Act
WTDB	Workforce and Talent Development Board

GLOSSARY

<p>Academic Standard of Achievement</p>	<p>Demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard, which is normally noted through an academic transcript record maintained by the college.</p> <p>OAR 589-006-0050 (1)</p>
<p>Accelerated College Credit Programs</p>	<p>“Accelerated college credit programs” includes dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs.</p> <p>Each school district shall:</p> <p>(a) Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to language arts, mathematics and science; or</p> <p>(b) Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to language arts, mathematics, and science.</p> <p>ORS 340.300</p>
<p>Adult Basic Skills (ABS)</p>	<p>Refers to pre-college instruction divisions in Oregon community colleges that provide non-credit course instruction and remediation in Adult Basic Education (ABE) (reading, writing, math), GED[®] test preparation, and English as a Second Language (ESL).</p> <p>Learn more:</p> <p>ABS Resources</p>
<p>Adult High School Diploma (AHSD)</p>	<p>The Oregon Adult High School Diploma (AHSD) provides an opportunity for adults to earn a rigorous diploma equivalent to an Oregon high school diploma through community colleges. The AHSD meets all state graduation requirements as provided in Oregon Administrative Rules and enables students to move toward postsecondary education and credentials.</p> <p>Learn more:</p> <p>Adult High School Diploma</p>
<p>Advanced Placement (AP) ©</p>	<p>Copyrighted academic curriculum, materials, and examinations from The College Board.</p> <p>Learn more:</p> <p>Advanced Placement (AP)©</p>

<p>Alliance for Quality Career Pathways (AQCP)</p>	<p>The Alliance, or AQCP, is a partner-driven, CLASP-led initiative funded by the Joyce Foundation, the James Irvine Foundation, and the Greater Twin Cities United Way. The Alliance’s goal is to help state and local/regional partnerships strengthen their career pathway systems. In 2012, CLASP invited ten leading career pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin— and their local/regional partners to join Phase I of the Alliance (2012-2014). CLASP and the Alliance partners jointly developed and provided consensus support for the Alliance for Quality Career Pathways Framework 1.0, which establishes a common understanding of quality career pathways and systems.</p> <p>Learn more:</p> <p>Alliance or Quality Career Pathways</p>
<p>Applied Baccalaureate Degree</p>	<p>Applied baccalaureate degree refers broadly to an applied bachelor’s degree designed to incorporate Associate of Applied Science or Associate of Science courses or degrees with an appropriate complement of additional upper-division academic and technical coursework. Upon satisfactory completion, students are awarded a Bachelor of Applied Science which indicates completion of a course of study approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (2)</p>
<p>Articulation</p>	<p>Formal alignment of resources, instruction, curriculum, processes, and/or credit between education programs or institutions. Programmatic articulation aligns curriculum based on standards, proficiencies, skill sets, or expectations for student learning (e.g., CTE Alignment and Articulation resources). Institutional articulation refers to interrelationships of curriculum, standards, and policies across levels (e.g., secondary, community college, and higher education) such that community college credit can be awarded to secondary students, and/or higher education credit can be awarded to secondary or community college students for completing that higher institution’s expectations.</p>
<p>Articulation Agreement</p>	<p>An agreement between educational institutions to provide seamless articulation of credits, courses, credentials, certificates, and/or degrees. These agreements may enhance the transition of students from one level or sector to another, potentially shortening the amount of time required to complete a program of study.</p>

<p>ASPIRE Program</p>	<p>Administered by the Office of Student Access and Completion (OSAC), ASPIRE (Access to Student assistance Programs in Reach of Everyone) helps middle school, high school, and community college students access education and training beyond high school. Students receive information about college and career options, admissions, and financial aid from trained and supportive ASPIRE volunteer mentors who work with them throughout the year. Beginning with just four pilot schools in 1998, ASPIRE expanded to 145 sites across Oregon in 2013. ASPIRE serves students by:</p> <ol style="list-style-type: none"> 1. Helping sites build a sustainable community of volunteer mentors 2. Educating students and families about the scholarship application process and other options for paying for postsecondary education 3. Providing mentoring, resources and encouragement to help students access education and training beyond high school. <p>Learn more:</p> <p>ASPIRE program</p>
<p>Assessment Based Learning Credit</p>	<p>“Assessment Based Learning Credit” means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-0005 (1)(c)</p>
<p>Associate Degree</p>	<p>A state-approved lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board.</p> <p>OAR 589-006-0050 (3)</p>
<p>Associate of Applied Science (AAS) Degree</p>	<p>"Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (4)</p>

Associate of Applied Science Degree Option	<p>“Associate of Applied Science degree option” is a transcribed specialization within a state approved AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.</p> <p style="text-align: center;">OAR 589-006-0050 (5)</p>
Associate of Arts Oregon Transfer (AAOT) Degree	<p>"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.</p> <p style="text-align: center;">OAR 589-006-0050 (6)</p> <p>A degree that guarantees that any student who holds a degree that conforms to the guidelines and who transfers to any institution in the Oregon University System will have met the lower-division general education requirements of that institution's baccalaureate degree programs. The AAOT degree was the first statewide degree designed to ease the transfer of students from Oregon community colleges to Oregon University System (OUS) institutions. Course, class standing, or Grade Point Average (GPA) requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts Oregon Transfer degree. Students transferring under this agreement will have junior standing for registration purposes.</p>
Associate of Arts Transfer (AAT) Degree	<p>“Associate of Arts Transfer degree” is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide Curriculum and Articulation Agreement Policy between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Curriculum and Articulation Agreement Policy are approved by the Commission and will be published on the HECC website.</p> <p style="text-align: center;">OAR 589-006-0050 (7)</p>
Associate of General Studies	<p>"Associate of General Studies" is an associate degree that meets individual students’ needs using a variety of lower-division collegiate-level courses to meet degree requirements.</p> <p style="text-align: center;">OAR 589-006-0050 (8)</p>

Associate of Science	<p>"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.</p> <p style="text-align: center;">OAR 589-006-0050 (9)</p>
Associate of Science Oregon Transfer (AAOT) Degree	<p>"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.</p> <p style="text-align: center;">OAR 589-006-0050 (6)</p> <p>Any student having the Associate of Science Oregon Transfer-Business (ASOT-Business) degree or Associate of Science Oregon Transfer-Computer Science degree (ASOT-CS) recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under these agreements will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT degree. Like the AAOT (Associate of Arts Oregon Transfer degree), the intention is to recognize lower division coursework, but in these cases includes coursework taken by students intending to major in business or computer science.</p>
Associate of Science Transfer Degree (AST)	<p>"Associate of Science Transfer Degree" is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Science degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Science Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and will be published on the HECC website.</p> <p style="text-align: center;">OAR 589-006-0050 (10)</p>
Bachelor of Applied Science (BAS)	<p>"Bachelor of Applied Science" is a state-approved baccalaureate degree designed to incorporate applied associate courses and degrees with additional upper-division coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills.</p> <p style="text-align: center;">OAR 589-006-0050 (11)</p>

Block Transfer	An agreement between an Oregon community college and an Oregon university institution to accept a specified set of courses (which may include Career and Technical Education courses) for transfer towards a four-year degree. An example is the Oregon Transfer Module (OTM).
Bridge Programs	At the postsecondary level, programs designed to prepare academically under-prepared and under-served populations to enter credit-based academic courses, often by teaching remedial or basic skills in the context of occupational skills. At the secondary level, bridge programs are education intervention strategies that link instruction between programs or provide services for students to transition from one program to another.
Business and Industry Based Program	An Associate of Applied Science degree or certificate of completion designed for an employer to meet specific occupational and educational needs of their current employees. OAR 589-006-0050 (13)
Career and Technical Education (CTE)	<p>Career and Technical Education (CTE) embraces education, passion, and curiosity to fuel the future for Oregon students. CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers.</p> <p>Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90 percent – 15 percentage points higher than the national average.</p> <p>Learn More:</p> <ol style="list-style-type: none"> 1. ODE Career and Technical Education (CTE) 2. HECC Career and Technical Education (CTE) 3. Advance CTE
Career and Technical Education (CTE) Regional Coordinators	The network of leaders who help school districts and community colleges develop and maintain their CTE Programs of Study. There are currently 17 regional coordinators. The Regional Coordinators each have unique funding and support scenarios and are usually housed at the regional ESD or at the local community college. They generally are responsible for the development, local approval, state submission, and maintenance of CTE POS in their regions.

Career and Technical Education Courses	<p>"Career and Technical Education courses" refers to the collegiate-level courses that are designed to prepare persons for entrance into employment, stability, or advancement in specific occupations or clusters of closely related occupations. Career and Technical Education courses may be categorized as occupational preparatory or occupational supplementary courses.</p> <p style="text-align: center;">OAR 589-006-0050 (15)</p>
Career and Technical Education Oregon Skill Sets	<p>The Oregon Skill Sets are industry-created, and industry-validated lists of the knowledge and skills expected of people to be successful in specific careers. These standards create the foundation for Oregon's state-approved Career and Technical Education Programs of Study.</p> <p>Learn more:</p> <p style="text-align: center;">CTE Oregon Skills Sets</p>
Career and Technical Education Program	<p>"Career and Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a Bachelor of Applied Science which have been approved by the community college board and the Commission or its designee.</p> <p style="text-align: center;">OAR 589-006-0050 (16)</p>
Career and Technical Education Programs of Study (CTE POS)	<p>An Oregon Career and Technical Education Program of Study is a sequence of courses, aligned to industry standards at the secondary and post-secondary level that integrates technical and career skill proficiencies with academic content. A CTE POS prepares students for the workplace, further education, training, and community roles. Only Oregon approved Programs of Study are eligible to use federal Carl D. Perkins funds and must use them to help improve student performance.</p> <p>To meet the federal definition of High-Quality Program of Study, an Oregon state approved CTE Program of Study must be built around five core elements:</p> <ol style="list-style-type: none"> 1. Standards and Content 2. Alignment and Articulation 3. Accountability and Evaluation 4. Student Support Services 5. CTE Professional Development <p>Each program of study must also meet the needs of students, business, and industry.</p> <p>Learn more:</p> <p style="text-align: center;">High Quality Programs of Study</p>

<p>Career and Technical Education STEM Network</p>	<p>The Career and Technical Education STEM Network is the foundation for CTE system-building in Oregon. The Network includes membership from secondary administrators, CTE Regional Coordinators, community colleges deans, and dual credit coordinators. The Network provides a venue for discussion and professional development to improve CTE instruction and support for Oregon’s CTE students. It has also provided a multi-faceted communication link across the state.</p>
<p>Career Clusters®</p>	<p>The National Career Clusters® Framework serves as an organizing tool for Career and Technical Education (CTE) programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Career Tech 2. Oregon Department of Education
<p>Career Connected Learning</p>	<p>Oregon defines the states of career development through a system of Career Connected Learning—a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.</p> <p>The CCL framework encompasses four key stages:</p> <ol style="list-style-type: none"> 1. Career Awareness—learning ABOUT work 2. Career Exploration—learning FOR work 3. Career Preparation—learning THROUGH work 4. Career Training—learning AT work <p>Learn more:</p> <ol style="list-style-type: none"> 1. Career Awareness and Exploration 2. Career Preparation and Training (WBL)

<p>Career Information System (CIS)</p>	<p>Oregon CIS is primarily delivered to student and adults through Oregon institutions. CIS has created unique tools to meet the needs of our users. For example, CIS includes specific components to help high school students document the diploma requirements.</p> <p>CIS includes national and Oregon-specific information in 12 encyclopedic components, including financial aid and scholarships, self-employment, occupations, apprenticeships, and postsecondary schools. Our analysts ensure that the occupation and education information contained in CIS is the most up-to-date, accurate, and comprehensive national, state, and local information available. Analysts review and update all information every year and then carefully build links between components, creating a true system of information. CIS is the sole source of comprehensive education information for the state of Oregon.</p> <p>CIS was built to remove barriers so that Oregonians can create accurate and actionable career and education plans.</p> <p>Learn more:</p> <p style="text-align: center;">Oregon CIS</p>
<p>Career Ladder</p>	<p>A set of occupations that are linked together by common or complementary knowledge and skills. These linkages provide workers with opportunities to advance and expand recruitment opportunities for employers.</p>
<p>Career Pathways Certificate of Completion (CPCC)</p>	<p>"Career Pathways Certificate of Completion" is a certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates are a collection of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree option, or an Independent Certificate of Completion (with at least 45 credits). A Career Pathways Certificate also has a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.</p> <p style="text-align: center;">OAR-589-006-0050 (14)</p>
<p>Career Pathways Initiative</p>	<p>Launched in 2004 by the Governor’s office and the Department of Community Colleges & Workforce Development (CCWD), recognizing that a wide range of workers enter the workforce in different ways and with different needs, and that Oregon needs more trained workers for middle-skill occupations—jobs that require more than a high school degree, but less than a four-year degree. The goals of the Initiative include:</p> <ol style="list-style-type: none"> 1. To increase the number of Oregonians with certificates, credentials, and degrees in demand occupations supporting Oregon’s 40-40-20 mission: 40% of Oregonians with a postsecondary certificate or associate degree by 2025. 2. To articulate and ease student transitions across the education continuum from high school to community college; from pre-college (ABE/GED/ESL) to credit postsecondary; and from community college to university or employment.

<p>Career Pathways Systems</p>	<p>Fundamentally, a Career Pathways System is about the coordination of people and resources. Within education, this includes aligning our country's K–12 and postsecondary education systems and the career and technical education services provided within and across program providers. This section provides information about career pathways generally and strategies to support career and technical education students in acquiring the academic, employability, and technical skills that employers demand.</p> <p>Learn more:</p> <p>Career Pathways Systems</p>
<p>Career Preparation and Training (WBL)</p>	<p>At the federal and state level there is agreement: work-based learning is a critical bridge that connects the classroom to the world of work and helps learners make informed decisions about their educational and career goals.</p> <p>In work-based learning programs, learners can get the experience employers are seeking and gain the skills and credentials they need to enter and succeed in their careers. Work-based learning experiences are beneficial for all students but can be particularly important to students who have been marginalized by the color of their skin, their native language, their zip code, their identity, or the circumstances of their family. The access to social networks and connections that work-based learning provides to learners has the potential to open doors and opportunities that are not available through classroom education alone.</p> <p>Learn more:</p> <p>Career Preparation and Training (WBL)</p>

<p>Career Related Learning Experiences</p>	<p>Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student’s education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.</p> <p>Communities small and large, rural and urban can support quality career-related learning experiences. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community’s strengths and resources. Beyond the local community, regional opportunities help increase the school’s capacity, and technology offers expanding possibilities worldwide. Career-related learning experiences can take place in a variety of ways and places- in school, the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place.</p> <p>These experiences may include, but are not required to be included, nor are they limited to field-based investigations; field trips; guest speakers; job shadows; service learning; school-based enterprises; workplace mentoring and workplace simulations.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. CTE – Creating an Internship Program: Resources and Examples 2. Community Asset Mapping 3. Student Leadership Organizations (SLO)
<p>Certificates of Completion</p>	<p>"Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (17)</p>

CIP Code	<p>The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.</p> <ol style="list-style-type: none"> 1. CIP codes are part of a national coding system that facilitates the sharing of program information with other agencies, e.g., Employment Department; the codes are not CCWD, or ODE defined. 2. CIP taxonomy is used to support the accurate tracking, assessment, and reporting of field of study and student program completion. 3. College staff helps to identify the CIP that best describes the program. <p>Learn more:</p> <p style="text-align: center;">National Center for Education Statistics (NCES)</p>
Clock or Contact Hours	<p>"Clock or contact hours" means one clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break or passing period.</p> <p style="text-align: center;">OAR 589-006-0050 (18)</p>
Co-Enrollment & Concurrent Enrollment	<p>The practice of attending more than one institution or educational program simultaneously.</p>
College and Career Readiness	<p>College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees.</p> <p>[Adopted by the Oregon Education Investment Board (OEIB). April 8, 2014]</p>
College and Career Readiness Standards (CCRS)	<p>This set of national adult education standards is aligned with the Common Core State Standards. The CCRS are part of Oregon's adult basic skills standards known as the Oregon Adult Education College and Career Readiness Standards (OACCRS).</p> <p>Learn more:</p> <p style="text-align: center;">LINCS CCR Standards</p>

Collegiate-Level Work	<p>"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate level if used to fulfill a requirement in a Bachelor of Applied Science degree associate degree or option, or certificate of completion program.</p> <p style="text-align: center;">OAR 589-006-0050 (19)</p>
Common Career and Technical Core (CCTC)	<p>The Common Career and Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career and Technical Education (CTE). The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers. Forty-two states, the District of Columbia and Palau participated in the development stage of the CCTC, which was coordinated by Advance CTE. The development of the CCTC was a multi-step process that incorporated input from approximately 3,500 individuals representing K-12 education, business and industry and higher education from across the nation.</p> <p>Learn more:</p> <p style="text-align: center;">Advance CTE</p>
Community College	<p>"Community College" means a public institution operated by a community college district for the purposes of providing courses of study generally limited to not more than two years' full-time attendance and designed to meet the needs of a geographical area by providing educational services, including but not limited to professional technical education programs or lower division collegiate programs.</p> <p style="text-align: center;">OAR 589-001-0300 (6)(a)</p>
Community College Career and Technical Education Leaders (CC CTE Leaders)	<p>The Community College Career and Technical Education (CC CTE) Leaders group is comprised of community college CTE deans, associate deans, directors, along with other college/district staff. The mission of the group is to advance and support statewide CTE initiatives, share best practices in assessment and program design, implement Perkins CTE Programs of Study, and develop and sustain local, regional, and statewide partnerships for CTE.</p>
Community College District (District)	<p>"Community College District" or "District" means a district formed under ORS Chapter 341 to operate one or more community colleges or to secure educational services available at a community college.</p> <p style="text-align: center;">OAR 589-001-0300 (7)</p>

Competency Based Education (CBE)	<p>“Competency Based Education” means a system or systems, of instruction, assessment, grading, and academic reporting where success is defined based on students demonstrating progress towards, or competence in, specific skills. In a CBE model, students advance at the speed in which they demonstrate mastery of particular skills or competencies.</p>
Continuing Education Units (CEUs)	<p>"Continuing education units (CEUs)" refers to a form of recognition given for completion of a unit of training for selected occupational supplementary courses. CEUs are based on time attended and not on the assessment of learning.</p> <p>OAR 589-006-0050 (22)</p>
Cooperative Work Experience (CWE)	<p>"Cooperative work experience (CWE)" means the placement of students by the college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the college. The college instructor or supervisor visits the field work site regularly. Supervision toward achievement of college identified and approved student learning outcomes and measurable learning objectives is also provided by the employer or other individual contracted to provide field experience. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.</p> <p>OAR 589-007-0100 (17)</p> <p>A postsecondary program that allows students who are enrolled in CTE programs to combine classroom studies with work-related experiences. Most community college Career & Technical Education programs (including some Career Pathways programs) include CWE credit requirements so students can expand their knowledge of, and experience in, an industry while earning college credit.</p>
Credential	<p>An education- and work-related credential can be defined as a verification of an individual’s qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses.</p> <p>Learn more:</p> <p>Association For Career & Technical Education (ACTE)</p>
Credit	<p>"Credit" is how a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.</p> <p>OAR 589-006-0050 (23)</p>
Credit Course	<p>"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor’s degrees or other Career and Technical Education programs.</p> <p>OAR 589-006-0050 (24)</p>

Credit for Prior Learning (CPL)	<p>The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. ORS 350.110 defines “prior learning” as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.</p>
Credit for Proficiency	<p>State-approved policy that allows academic credit to be awarded when there is sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance. It may also be referred to at the postsecondary level as Credit for Professional Certification, Credit by Challenge Examination, or the College Level Examination Program (CLEP).</p>
Data for Analysis (D4A)	<p>Oregon Post-Secondary Data for Analysis (D4A) is designed to be both a data collection and reporting system for Oregon Community Colleges. This is the successor to the Oregon Community College Unified Reporting System (OCCURS). Oregon community colleges report data to the state for mandatory state and federal accountability reports associated with areas such as Career and Technical Education (Perkins), Title II (U.S. Department of Labor), and Oregon Community College Achievement Compacts (OEIB).</p> <p>Learn more:</p> <p style="text-align: center;">Office of Research and Data</p>
Degree	<p>"Degree" means any academic or honorary title, rank or status that may be used for any purpose whatsoever, which is designated by a symbol or series of letters or words such as, but not limited to associate, bachelor, master, or doctorate and forms or abbreviations thereof that may generally be taken to signify:</p> <p>(a) Completion of a program of instruction at the college or university level; or</p> <p>(b) Demonstration of achievement or proficiency comparable to such completion;</p> <p style="text-align: center;"><i>or</i></p> <p>(c) Recognition for nonacademic learning, public service or any other reason of distinction comparable to such completion.</p> <p style="text-align: center;">OAR 589-006-0050 (25)</p>
Degree Partnership Program	<p>Oregon University System (OUS) and Oregon's community colleges frequently partner to enable students to be formally enrolled in both institutions at the same time to facilitate their educational goals. These agreements are commonly referred to as “degree partnerships”, “dual enrollment”, or “co-admission” programs. Enrolling in one of these programs enables a student to take courses at both an OUS campus and a community college during the same term, giving students additional options and opportunities to align their academic work.</p>

Deleted Program	"Deleted program" refers to the permanent elimination of a program previously approved by a community college board and the Commission or its designee. OAR 589-006-0050 (26)
Direct Control	"Direct control" means the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through management and supervision by faculty and institutional administrators. OAR 589-006-0050 (28)
Dual Credit	"Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently like the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses. OAR 715-017-005 (1)(a)
Dual Credit, Sponsored	"Sponsored Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently like the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses. OAR 715-017-0005 (1)(b)
Dual Enrollment (Postsecondary Programs)	Programs which encourage students to move freely between postsecondary institutions through coordinated enrollment services. Dual admission programs offer eligible students the benefit of joint admission to both institutions. Students may choose to enroll concurrently by completing traditional, separate procedures at each school.
Education Plan & Profile	An Education Plan is the process in which high school students identify personal, academic, and career goals along with their plans for meeting these goals. The Profile is a record of student achievement and progress toward goals. These are some of the personal learning requirements for the Oregon high school diploma.
Employer Advisory Committees	A group of employer representatives who advise community college and/or high school Career and Technical Education (CTE) programs on skill requirements, curriculum, equipment purchases, employment, and work-based learning opportunities.

Employment Skills Training Certificate (EST)	A credential (12-44 credits) offered through Oregon community colleges that provide flexibility for students who are seeking specific training for an occupational goal and job-entry preparation. Each pre-approved plan targets a specific occupational goal and job entry point in existing degree and certificate Career and Technical Education programs.
English as a Second Language (ESL)/ English for Non-Native Learners (ENNL)/ English Speakers of Other Languages (ESOL)	Various titles for students who are learning English in Oregon schools.
Essential Skills	Oregon’s Essential Skills include: <ol style="list-style-type: none"> 1. Read and comprehend a variety of text; 2. apply mathematics in a variety of settings; 3. write clearly and accurately; 4. listen actively and speak clearly; 5. think critically and analytically; 6. use technology to learn, live and work; 7. demonstrate civic and community engagement; 8. demonstrate global literacy; 9. and demonstrate personal management and teamwork skills.

Expanded Options Program (EOP)	<p>The Expanded Options Program was created to provide continuing education for students who have utilized all options of course opportunities provided by their local school. In partnership with their local post-secondary providers and the school district, students can have access to college level courses to further their educational experience.</p> <p>The Legislative Assembly declares that the purposes of Expanded Options are to:</p> <ol style="list-style-type: none">1. Create a seamless education system for students enrolled in grades 11 and 12 to:<ol style="list-style-type: none">a. Have additional options to continue or complete their education;b. Earn concurrent high school and college credits; andc. Gain early entry into post-secondary education.2. Promote and support existing accelerated college credit programs and support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources.3. Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.4. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment, and materials for students who participate in the Expanded Options Program.5. Increase the number of at-risk students earning college credits or preparing to enroll in post-secondary institutions. <p>Learn more:</p> <p><u>Expanded Options Program</u></p>
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<p>Full-Time Equivalent (FTE) Guidelines</p>	<p>"Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (8) of this rule whose earned hours qualify the district for cost reimbursement by the State of Oregon in accordance with OAR 589-002-0100, et seq.</p> <p style="text-align: center;">OAR 589-001-0300 (8)</p> <p>In the late 1990s, the Oregon Community College Presidents' Council recommended undertaking an effort to achieve more consistency in counting FTE across Oregon's seventeen community colleges. A written survey was sent to each college to determine how several FTE issues were currently being handled and each institution designated a person to respond to the survey and serve on the newly formed FTE Audit Committee. During a series of meetings from February through June of 1998, the Committee reviewed the survey responses and recommended a concise guideline for each survey question/item. To accomplish this, the group first discussed and drafted a set of guiding FTE audit principles and a definition of "Direct Instruction" to provide an essential framework.</p> <p>In 2001, the colleges and CCWD recognized the need for additional clarity around some of the definitions and guidelines created in 1998. The Committee met further to define areas, which were found to be too broad for effective use.</p> <p>In fall of 2006, the FTE Guidelines Committee was reinstated to accomplish two tasks: 1. In the short-term, clarify the overall principles and specific guidelines pertaining to dual credit/tech prep and apprenticeship; 2. In the longer-term, review and revise the complete FTE Guidelines manual and audit procedures.</p> <p>Learn more:</p> <p style="text-align: center;">FTE Guidelines</p>
<p>Full-Time Equivalent (FTE) Student</p>	<p>Educational institutions publish employment outcome data for each program of study so that prospective students can better evaluate the return on investment. Data must be published on the school website, and it must include the titles of occupations related to the program of study. There are legal challenges to this federal rule, primarily from the proprietary and career school sectors, underway as of 2013.</p>
<p>GED® test credential</p>	<p>A high school equivalency certificate is earned by passing the 2014 GED test series, which is aligned to the Common Core State Standards (CCS) and the Career and College Ready Standards (CCR). The 2014 GED test series is offered in English and in Spanish covering four academic areas: Reasoning through Language Arts, Social Studies, Science, and Mathematical Reasoning. Oregon community colleges and various sites across Oregon offer classes to help GED® test candidates prepare for the 2014 GED® test series. GED® tests can be administered through a certified Pearson VUE test center or through the Pearson VUE Online Proctored test delivery system ("OnVUE").</p> <p style="text-align: center;">OAR 589-007-0400</p>

General Education	<p>An essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.</p> <p>OAR 589-006-0050 (29)</p>
Higher Education Coordinating Commission (HECC)	<p>The Higher Education Coordinating Commission (HECC) is a 14-member, volunteer board dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable, and coordinated network for educational achievement beyond a high school diploma. The HECC is responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy. Its statutory authorities include the development of biennial budget recommendations, making funding allocations to community colleges and public universities, approving new academic programs in the public system, allocating Oregon Opportunity Grants (state need- based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, and licensing private career and trade schools.</p> <p>Learn more:</p> <p>Higher Education Coordinating Commission</p>
Hobby Course	<p>"Hobby course" means any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works.</p> <p>OAR 589-006-0050 (30)</p>
Industry Clusters	<p>Geographic concentrations of interconnected companies and institutions that have some type of systemic relationship to one another based on complementarities or similarities that, analyzed and organized, can serve as an economic development strategy to increase competitiveness and the wealth of a region. Companies and institutions in an industry cluster may include:</p> <ol style="list-style-type: none"> 1. Suppliers of specialized inputs, machinery, services Distribution channels and customers Manufacturers of complementary products 2. Companies related by skills, technologies or common inputs 3. Related institutions such as research organizations, universities, standard-setting organizations, training entities, and others 4. Industry-Recognized Credentials.
Industry Sectors	<p>A term used by quantitative economic analysts to define and organize industries based on data organized according to the Standard Industrial Classification (SIC) codes or North American Industry Classification System (NAICS) classification schemes. Sector information is used to develop Industry Cluster strategies. NOTE: Sectors are not clusters; one component of clusters includes sectors.</p>

International Baccalaureate Programme®	<p>The program establishes a common curriculum that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. The International Baccalaureate Organization's Diploma Programme was created in 1968. It is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.</p> <p>Learn more:</p> <p style="text-align: center;">International Baccalaureate</p>
Intersegmental	<p>Across segments of education. See Segment of Education.</p> <p style="text-align: center;">OAR 589-006-0050 (31)</p>
Laboratory (Lab)	<p>An instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.</p> <p style="text-align: center;">OAR 589-006-0050 (32)</p>
Lecture	<p>An instructional setting in which the instructor presents academic subject information.</p> <p style="text-align: center;">OAR 589-006-0050 (33)</p>
Lecture or Laboratory (Lecture or Lab)	<p>An instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success.</p> <p style="text-align: center;">OAR 589-006-0050 (34)</p>
Less Than One Year Certificate (LTOY)	<p>An Oregon community college Certificate of Completion is a form of recognition awarded for meeting minimum occupational course, curriculum, or proficiency requirements; the credit range is 12 to 44 in an occupational area (e.g., Welding, Forestry, Graphic Art). LTOYs can be stand-alone certificates or include courses from one or more associate degree programs.</p>
Local Community College Program Approval	<p>The approval by the local community college board of education or its designee, indicating that a program has met or exceeded local community college program standards and processes prior to being submitted to the Commission or its designee for review.</p> <p style="text-align: center;">OAR 589-006-0050 (35)</p>
Lower Division Collegiate (LDC)	<p>Collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions and are generally accepted for transfer by Oregon's public higher education institutions.</p> <p style="text-align: center;">OAR 589-006-0050 (36)</p>
Modularized/ "Chunked" Curriculum	<p>A method of structuring and sequencing curricula within a community college to create modules, or "chunks" tied to jobs with multiple entry and exit points and multiple levels of industry-recognized credentials built into the sequencing.</p>

National Career Pathways Network (NCPN)	<p>A membership organization dedicated to strengthening the education-to-careers pipeline through Career pathways, Adult Career Pathways, career and technical education (CTE), and workforce development initiatives.</p> <p>Learn more:</p> <p>National Career Pathways Network</p>
National Career Readiness Certificate (NCRC)	<p>The ACT® NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates, whether they come directly from high school, work-based learning programs, or through postsecondary paths, because it is a valid predictor of job performance.</p> <p>Learn more:</p> <p>National Career Readiness Certificate</p>
National Council for Workforce Education (NCWE)	<p>As a workforce-focused, nonprofit organization committed to equity and inclusion, the National Council for Workforce Education leads members with innovative ideas and bold actions to drive economic advancement for all. Through partnerships with business and industry, and national leaders, NCWE transforms workforce education programs to ensure student success and meet local labor market needs.</p> <p>Learn more:</p> <p>National Council for Workforce Education</p>
New Location of an Approved Program	<p>A facility where students collectively may receive instruction in the program face-to-face or through technology, in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is in Oregon.</p> <p>OAR 589-006-0050 (37)</p>
New Program	<p>Any program not previously approved by the Commission or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs.</p> <p>OAR 589-006-0050 (38)</p>
Non-Credit Course	<p>A course that does not offer college credit for completion and generally cannot be used as part of a credit-based degree or certificate program.</p> <p>OAR 589-006-0050 (39)</p>
Noncredit Training Certificate (NCTC)	<p>A certificate that is made up of either a single noncredit course or a group of noncredit courses. The NCTC must be between 18 and 210 hours in length and requires at least one assessment of measurable outcomes or mastery of learning or knowledge. The NCTC must also be transcribed.</p> <p>OAR 589-006-0050 (40)</p>

Occupational Preparatory Program	<p>A state-approved Career and Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>OAR 589-006-0050 (41)</p>
Occupational Skills Training Certificate (OST)	<p>An Oregon community college credential that combines college credit and work-based training. Instruction is based on a personalized curriculum created by the skills training coordinator, worksite supervisor, and student.</p>
Occupational Supplementary Program	<p>A Career and Technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (42)</p>
Oregon Adult College and Career Readiness Standards (OACCRS)	<p>OACCRS have been adopted by Oregon Adult Basic Skills programs as recommended by the Oregon Council of Adult Basic Skills Directors and approved by CCWD. The OACCRS are the national College and Career Readiness Standards with key elements from the former Oregon Adult Learning Standards.</p> <p>Learn more:</p> <p>OACCRS</p>
Oregon Community College Unified Reporting System (OCCURS)	<p>A collaboratively designed and maintained base of data relating to the 17 Oregon community colleges. The purpose of OCCURS was to collaboratively define and implement a standardized base of data. OCCURS has been transitioned to Data for Accountability (D4A) which serves as the current tracking system for Oregon colleges.</p>
Oregon Pathways Alliance	<p>Statewide collaboration of representatives from Oregon's 17 community colleges focused on building capacity and institutionalizing Career Pathways at the community college in partnership with education, workforce, and regional employer partners.</p>

<p>Oregon Skill Sets</p>	<p>Oregon’s version of the National Career Clusters® skill sets, now known as the Common Career and Technical Core (CCTC). This extensive framework provides industry specific lists of career related knowledge and skills that students need to know and be able to do to be successful in Oregon’s educational and career environments. These include academic, technical and workplace skills. The six Career Learning Areas that frame the Oregon Skill Sets are:</p> <ol style="list-style-type: none"> 1. Agriculture, Food, and Natural Resource Systems 2. Arts, Information, and Communications 3. Business and Management 4. Health Sciences 5. Human Resources 6. Industrial and Engineering Systems See also Career Clusters®. <p>Learn more:</p> <p style="text-align: center;"><u>Career and Technical Education Skill Sets</u></p>
<p>Oregon Transfer Module (OTM)</p>	<p>The 45-credit Oregon Transfer Module (OTM) provides a subset of general education courses which all “count” as a transferable block toward university requirements. It serves as a portable and stackable credential for community college students pursuing an Associate degree and can provide an early start on a college degree for high school students.</p> <p>Learn more:</p> <p style="text-align: center;"><u>Oregon Transfer Module (OTM)</u></p>
<p>Oregon's 40-40-20 Goal</p>	<p>As a result of SB 253 passed in 2011, ORS 351.009 reads as follows: “The Legislative Assembly declares that the mission of all education beyond high school in Oregon includes achievement of the following by 2025:</p> <ol style="list-style-type: none"> 1. Ensure that at least 40 percent of adult Oregonians have earned a bachelor’s degree or higher; Ensure that at least 40 percent of adult Oregonians have earned an Associate degree or post- secondary credential as their highest level of educational attainment. 2. Ensure that the remaining 20 percent or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment.” <p>Learn more:</p> <p style="text-align: center;"><u>Educational Attainments</u></p>

<p>Other Education Courses</p>	<p>"Other education courses" refers to general self-improvement courses intended primarily for adults. These courses include but are not limited to adult basic education (ABE), GED® test preparation, adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories. These courses are independent of Career and Technical Education or lower division curricula and are not intended for programs that may lead toward a baccalaureate degree. However, these courses may be used as prerequisite and elective courses in Career and Technical Education degree and certificate programs.</p> <p style="text-align: center;">OAR 589-006-0050 (44)</p>
<p>Perkins Performance Measures</p>	<p>Defined by Carl D. Perkins federal legislation, local and state reported secondary and postsecondary measures identifying academic and technical skill levels that are to be attained by students in Perkins funded CTE Programs of Study.</p>
<p>Perkins V</p>	<p>The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.</p> <p>Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. As States and local communities embark on the development of new plans for CTE, the Department hopes that the videos, resources, links, and media found below and throughout this Website can be useful tools for States and local recipients in "rethinking CTE" and arriving at bold goals under the newly authorized Perkins V statute.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Perkins Collaborative Resource Network 2. Oregon CTE State Plan
<p>Point of Contact (POC)</p>	<p>The identified staff at each Oregon community college who serve as a liaison between the college and the Office of Community Colleges and Workforce Development regarding curriculum and program approval.</p>
<p>Program</p>	<p>Any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.</p> <p style="text-align: center;">OAR 589-006-0050 (45)</p>

Program Amendment	<p>A change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.</p> <p>OAR 589-006-0050 (46)</p>
Program Approval	<p>The process by which the local community college Board of Education and the Commission determine that a program has met the applicable program standards and requirements of the board and Commission or its designee.</p> <p>OAR 589-006-0050 (47)</p>
Program of Study Templates (POSTs)	<p>Online visual graphics that display CTE Programs of Study from 9th through 12th grade (secondary) aligned (and often articulated for credit) to community college certificates and degrees.</p>
Publicly Funded	<p>"Publicly funded" means controlled by an agency of government or by a public corporation as occurs in Oregon community colleges, institutions of higher education, and the Oregon Health & Science University, regardless of specific sources and applications of funds, or controlled by a private entity but subsidized with appropriated public funds received directly for program operation rather than indirectly in the form of student financial aid.</p> <p>OAR 589-006-0050 (48)</p>
QualityInfo	<p>The official market analysis system for the State of Oregon which provides economic information to employers, job seekers, students, policy makers, analysts, and others. It is designed to give users access to the Oregon Employment Department's information resources, free of limitations due to time or location.</p> <p>Learn more:</p> <p>QualityInfo</p>
Recognition Award	<p>"Recognition award" means an award given to a student by a community college for completion of a state-approved course or courses or for attendance and participation in workshops or seminars. Recognition awards may not be called "certificates of completion" or "certificates" and may not be included on the official student transcript.</p> <p>OAR 589-006-0050 (49)</p>
Recreational Course	<p>"Recreational course" means any directed activity in which individuals participate with the purpose of engaging in physical activity, except those activities which focus on physical fitness, or which directly relate to the initial skill development of physical activities in which individuals could reasonably be expected to participate during most of their adult lives.</p> <p>OAR 589-006-0050 (50)</p>

<p>Registered Apprenticeship</p>	<p>Registered apprenticeship is a unique, flexible training model that combines structured on-the-job learning experiences with related classroom instruction to train individuals to a high industry-recognized standard. Additional core elements of registered apprenticeship include:</p> <p>Industry and individual employers design and control apprenticeship programs, and pay apprentices' wages</p> <p>Programs must be registered at either the federal or state level and include a minimum of 2,000 hours of structured and supervised on-the-job training with mentoring in addition to 144 hours of related classroom instruction per year</p> <p>Registered apprenticeships adhere to rigorous program standards.</p> <p>Learn more:</p> <p>Oregon Registered Apprenticeship</p>
<p>Reimbursable Full-Time Equivalent Student (RFTE)</p>	<p>"Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (8) of this rule whose earned hours qualify the district for cost reimbursement by the State of Oregon in accordance with OAR 589-002-0100, et seq.</p> <p>OAR 589-001-300 (9)</p>
<p>Related Instruction</p>	<p>"Related instruction" is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation, and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.</p> <p>OAR 589-006-0050 (51)</p>
<p>Science, Technology, Engineering, and Math (STEM)</p>	<p>An approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.</p> <p>Learn more:</p> <p>Oregon Department of Education – STEM</p>

<p>Segment of Education</p>	<p>Refers to any one of the following:</p> <p>(a) Oregon community colleges, community college districts, or service districts, together with every other postsecondary program or location ultimately sponsored by the Commission;</p> <p>(b) Oregon institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the Commission;</p> <p>(c) The Oregon Health & Science University, any hereafter created public corporations for higher education, and any organizational units of such public corporations, together with every postsecondary program or location under their ultimate sponsorship;</p> <p>(d) Private Oregon degree-granting institutions and organizations and all non-Oregon entities offering residential instruction in Oregon for credit toward full degrees approved by the Office of Degree Authorization, together with every postsecondary program or location they sponsor; and</p> <p>(e) Private non-degree career schools offering instruction in Oregon and licensed under ORS 345, together with every postsecondary program or location they sponsor.</p> <p>OAR 589-006-0050 (52)</p>
<p>Sponsored Dual Credit</p>	<p>“Sponsored Dual Credit” means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently like the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-0005 (2)</p>
<p>Stand-Alone Occupational Preparatory Courses</p>	<p>"Occupational preparatory program" means a state-approved Career and Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>OAR 589-006-0050 (41)</p>
<p>State School Fund</p>	<p>A fund established by the legislature and funded biennially with a combination of General Fund, lottery, and timber revenue. It was established for the purpose of state support for both K-12 school districts and Education Service Districts (ESDs). This is the pool of money from which school districts receive their per student funding, based on ADMw (weighted average daily membership).</p>

State-Approved Program	<p>"State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission.</p> <p>OAR 589-006-0050 (54)</p>
Statewide or Regional Consortium Program	<p>"Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.</p> <p>OAR 589-006-00550 (53)</p>
Temporary Assistance for Needy Families (TANF)	<p>TANF provides cash benefits to low-income families with children. These benefits help meet a family's basic needs like food, clothing, rent and utilities while they work toward self-sufficiency.</p> <p>Learn more:</p> <p>TANF</p>
Term Hour	<p>A term hour is defined as 50 minutes of course work per week, based on a regular school term. For the official definition, view the relevant OAR below.</p> <p>OAR 589-001-300 (10)</p>
Workforce Innovation Opportunity Act (WIOA)	<p>The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act with a wide bipartisan majority; it is the first legislative reform of the public workforce system since 1998.</p> <p>Learn more:</p> <p>WIOA DOL Website and WIOA OCTAE Website</p>

<p>WorkSource Oregon Centers</p>	<p>Also known as American Job Centers. A statewide network that stimulates job growth by connecting businesses and workers with the resources they need to succeed. It is a network of public and private partners working together for businesses and workers to:</p> <ol style="list-style-type: none"> 1. Ensure businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry; 2. Connect businesses with the resources they need to grow their workforce and their business; Provide the resources to help Oregon’s unemployed and underemployed get connected with the employers that are right for them, find the jobs they’re looking for, and get trained for jobs they want. <p>Learn more: WorkSource Oregon</p>
<p>Wrap-Around Services</p>	<p>Support services for students that are designed to ensure success in secondary and postsecondary educational programs. These may include but are not limited to: outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching, and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.</p>

RESOURCES

Please refer to this alphabetical list of links for use with a printed version of this policy book.

2019 FTE Guidelines	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/FTE%20Guidelines%202019.pdf
ABS Resources	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx
Academic Program Approval for Oregon Community Colleges	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
Academic Program Approval Website	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
ACTI Code	https://www.oregon.gov/highered/institutions-programs/ccwd/documents/acti%20code%20definitions%20and%20policy%20final.pdf
ACTI Code Policy Document	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/ACTI%20Code%20Definitions%20and%20Policy%20Final.pdf
Adult High School Diploma	www.oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills
Advance CTE	https://careertech.org/CTE
Advanced Placement	http://apcentral.collegeboard.com/home
Alliance or Quality Career Pathways	https://www.clasp.org/alliance-quality-career-pathways
Applied Baccalaureate Policy and Process Flow	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/Policy%20and%20Process%20Book%20Documents/AB%20Flowchart.Final.pdf
ASPIRE Program	https://www.aspireoregon.org/home
Association For Career & Technical Education (ACTE)	https://www.acteonline.org/wp-content/uploads/2018/02/What is a Credential 71417.pdf
Career Awareness and Exploration	https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Career-Awareness-and-Exploration.aspx
Career Pathways Systems	https://cte.ed.gov/initiatives/career-pathways-systems
Career Preparation and Training (WBL)	https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Work-Based-Learning.aspx
Career Tech	https://careertech.org/career-clusters
Career and Technical Education Skill Sets	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx
CIP 7 Listing for Programs	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/CIP%207%20Listing.pdf

Common course numbering	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-common-course-numbering.aspx
Community Asset Mapping	https://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/community-asset-mapping.pdf
Community College Program Approval	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
Computer Science and Computer Information	https://occcwiki.org/
Consortium by-law template	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
Core Transfer Maps	https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx
CTE - Creating an Internship Program: Resources and Examples	https://www.oercommons.org/courseware/lesson/84970/overview
CTE Career Areas	https://www.oregon.gov/ode/learning-options/cte/pages/default.aspx#:~:text=cte%20programs%20are%20offered%20in%20six%20career%20areas.&text=studies%20focus%20on%20the%20environment,management%2c%20and%20urban%20environmental%20management.
CTE Civil Rights Compliance Requirements	https://www.oregon.gov/ode/learning-options/CTE/Equity/Pages/default.aspx
CTE Oregon Skill Sets	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx
Current HECC Public Meetings	https://www.oregon.gov/highered/about/Pages/current-materials.aspx
D4A Office of Research and Data	https://www.oregon.gov/highered/about/Pages/office-research-data.aspx
Data Sources and Limitations for Occupational Wages	https://www.qualityinfo.org/-/data-sources-and-limitations-for-occupational-wages
Educational Attainments	https://www.oregon.gov/highered/research/Pages/educational-attainment.aspx
Establishment of the Transfer Council	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-council.aspx
Expanded Options Program	https://www.oregon.gov/ode/educator-resources/standards/acceleratedlearning/pages/expanded-options-program.aspx
FTE Guidelines	https://www.oregon.gov/highered/institutions-programs/ccwd/SiteAssets/Pages/community-college-program-approval/FTE%20Guidelines%20Spring%202019.pdf

HECC Adult Basic Skills Program	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills.aspx
HECC Applied Baccalaureate Programs	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/applied-ba.aspx
HECC Career and Technical Education (CTE)	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/career-technical-education.aspx
HECC Community college funding coordination	https://www.oregon.gov/highered/institutions-programs/postsecondary-finance-capital/Pages/community-college-funding.aspx
HECC Five Program Approval Standards	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/HECC%20COMMISSION%20PROGRAM%20APPROVAL%20STANDARDS.pdf
HECC Legislative Reports	https://www.oregon.gov/highered/research/Pages/reports.aspx
HECC Oregon's High School Equivalency Program	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/hs-equivalency.aspx
HECC postsecondary Career and Technical Education	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/career-technical-education.aspx
HECC Program Submission	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/FULL_AB_Document_FINAL-10-14-20.pdf
HECC Proposals for New AB Programs Policy Guide, Appendix A-E	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/FULL_AB_Document_FINAL-10-14-20.pdf
HECC student success & academic coordination	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-academic.aspx
HECC Transfer Website	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-credit.aspx
High Quality Programs of Study	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/default.aspx
Higher Education Coordinating Commission	https://www.oregon.gov/HigherEd/Pages/index.aspx
International Baccalaureate	http://www.ibo.org
IPEDS System	http://nces.ed.gov/ipeds
Labor Market Information Webinar	https://www.youtube.com/watch?v=YXAlVCSZKxI&t=11s
LINCS CCR Standards	https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Major Transfer Maps	https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx
National Career Pathways Network	https://www.ncpn.info/
National Career Readiness Certificate	https://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html
National Center for Education Statistics (NCES)	https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56
National Classification of Instructional Programs (CIP)	https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56
National Council for Workforce Education	https://www.ncwe.org/default.aspx
Notice to update or create a consortium	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
OAR 589-006-0050 to 589-006-0350	https://secure.sos.state.or.us/oard/displayDivisionRules.action?select edDivision=2685
OAR 589-006-0050 to 589-006-0400 (Division 6)	https://secure.sos.state.or.us/oard/displayDivisionRules.action?select edDivision=2685
OAR 589-007-0100 to OAR 589-007-0170 (Division 7)	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=153526
OAR 715-017-0005 (1)(c)	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=254468
Occupational Employment Statistics (OES)	http://www.bls.gov/oes/
Occupational Profiles Report How to Guide	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/Occupation%20Profiles%20Report%20How%20To%20Sheet.pdf
ODE Career and Technical Education (CTE)	https://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx
Official NCES Website	https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56
OIT Manufacturing Engineering Technology Courses.	http://www.oit.edu/wilsonville/academics/degrees/manufacturing-engineering-technology/
Oregon Activity (ACTI) Codes – Titles, Definitions and Requirements	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/ACTI%20Code%20Definitions%20and%20Policy%20Final.pdf

Oregon Adult College and Career Readiness Standards (OACCRS)	http://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx
Oregon CIS	https://oregoncis.uoregon.edu/Portal.aspx
Oregon Council of Computer Chairs	https://occcwiki.org/
Oregon Council of Computer Chairs criteria for a science course	https://occcwiki.org/
Oregon CTE State Plan	https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/Oregon-CTE-State-Plan.aspx
Oregon Department of Education	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx
Oregon Department of Education STEM Website	https://www.oregon.gov/ode/educator-resources/standards/STEM/Pages/default.aspx
Oregon Labor Market Information System (OLMIS)	https://www.qualityinfo.org/
Oregon Post-Secondary Data for Analysis (D4A)	https://www.oregon.gov/highered/research/Pages/research.aspx
Oregon Registered Apprenticeship	https://oregonapprenticeship.org/
Oregon Transfer Module (OTM)	https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx
Oregon Writing and English Advisory Committee (OWEAC)	https://oweac.wordpress.com
Oregon's CTE State Plan	https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/Oregon%20CTE%20State%20Plan.pdf
ORS 341.005 to 341.535	https://oregon.public.law/statutes/ors_chapter_341
Perkins Collaborative Resource Network	https://cte.ed.gov/legislation/perkins-v
Postsecondary CTE Data Collection and Reporting	https://www.oregon.gov/ode/learning-options/CTE/data/Pages/Secondary-Data.aspx
Program and Course Approval Resources:	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/cc-program-approval-resources.aspx
QualityInfo	www.qualityinfo.org
Statewide Articulation Agreement, Major Transfer Map in Biology	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Transfer%20MOUs/Biology%20MOU%202020%2002.25.22%20Final.pdf

Statewide Articulation Agreement, Major Transfer Map in Business	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Transfer%20MOUs/Business%20MOU%204.28.2022.pdf
Statewide Articulation Agreement, Major Transfer Map in Computer Science	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Transfer%20MOUs/FINAL%20CS%20MOU%204.28.22.pdf
Statewide Articulation Agreement, Major Transfer Map in Elementary Education	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Transfer%20MOUs/Elementary%20Education%20MOU%20Updates%204.28.22.pdf
Statewide Articulation Agreement, Major Transfer Map in English Literature	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Transfer%20MOUs/English%20MOU%204.28.22.pdf
Streamlining Community College to University Transfer	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-credit.aspx
Student Leadership Organizations (SLO)	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTSOs.aspx
Supplementary Occupation Profiles Report	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/Supplemental%20Occupation%20Profiles%20Form.docx
Suspension Form	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/CCWD%20Suspension%20Form.pdf
Suspension letter and form example	https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/Academic%20Approval/Suspension%20Letter%20and%20Form%20Example%206.1.18.pdf
Temporary Assistance for Needy Families (TANF)	https://www.oregon.gov/dhs/assistance/CASH/Pages/apply-tanf.aspx
Program Approval Standards for Career and Technical Education Programs	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-college-program-approval.aspx
Webforms	https://webforms.hecc.oregon.gov
Webforms online resources	https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/cc-program-approval-resources.aspx
WIOA OCTAE Website	https://sites.ed.gov/octae/category/wioa
Workforce Innovation Opportunity Act (WIOA) - DOL	https://www.dol.gov/agencies/eta/wioa
WorkSource Oregon	https://worksourceoregon.org/

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