



# Frequently Asked Questions on Senate Bill 3 Implementation

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**Supporting the implementation of Oregon's Higher Education  
and Career Path Skills and Personal Financial Education**

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## Overview

This companion document to the [Senate Bill 3 Implementation Manual](#) provides clarification to districts and schools on the requirements related to the content areas of Personal Financial Education (PFE) and Higher Education and Career Path Skills (HECPS), in accordance with SB 3 (ORS 329.451) and OAR 581-021-003. This Frequently Asked Questions (FAQ) document is organized into broad categories to help districts easily navigate to the information they need on a topic for supporting implementation and will continue to be updated.

## Background

### **What did the State Board of Education adopt based on the legislature for SB 3?**

The Personal Financial Education and Higher Education and Career Path Skills standards and rules were adopted in June 2024. Beginning with the class of 2027, the Oregon Diploma and Modified Diploma requirements will include a 0.5 credit in Personal Financial Education and a 0.5 credit in Higher Education and Career Path Skills, as part of the total credit requirements. Starting January 1, 2027, districts and public charter schools must verify that students earning high school diplomas meet these credit requirements

### **What is a standalone course?**

A standalone course refers to a single course that appears on a student's transcript. Course credits for PFE and HECPS can be awarded in a standalone course that includes the adopted standards, and could include integration of standards and concepts from other content areas, such as math or the economics standards from social science, or CTE Program of Study requirements. However, PFE or HECPS credits cannot be awarded if the PFE or HECPS standards are integrated into other courses.

## Data Reporting and Course Transcription

### **Is ODE using codes in the Instructional Unit Identifier (IUID), Staff Assignment, and Class Schedule (formally Roster) collections to ensure there is consistency across collections?**

Yes. All three collections will use the following codes:

- 19262 - Personal Financial Education (Consumer Economics and Personal Finance)
- 22900 - Higher Education and Career Path Skills

In addition, course codes submitted in IUID, Staff Assignment and the Class Schedule collections must all match to ensure that reporting accurately captures which courses are being taught.

## **What are the implications for student advising and transcribing?**

When students enroll in these credit-bearing courses, ensure they understand the impact on their academic trajectory. Integrate this information into each student's education plan and profile. The school team must determine how to transcribe class credits, potentially across multiple subject areas. We advise making these decisions collaboratively with students, balancing graduation requirements against their individual college and career goals.

## **What needs to be added to the high school transcript to show the courses were taken?**

Districts and schools should add the credits earned to the student's transcript under the content areas of Personal Financial Education and Higher Education and Career Path Skills to report that the required courses have been completed.

## **How does a CTE Program of Study work with Personal Financial Education?**

Depending on curriculum specifics determined by your institution, Personal Financial Education (PFE) classes may appear in Perkins-CTE classes, in non-Perkins classes, or offered separately for each type of class noted above. ODE's [Guidance for Personal Financial Education in Secondary Career Technical Education](#) speaks to how CTE sites may provide students with opportunities to fulfill the PFE .05 credit high school graduation requirement within a CTE Program of Study.

## **Will we need to remove Personal Finance from any Perkins Program of Study that the course is currently attached to?**

For specific guidance on CTE Program of Study courses, please refer to ODE's [Guidance for Personal Financial Education in Secondary Career Technical Education](#).

## **Are districts required to name courses with the same title that appears with the NCES course code?**

No. Districts have flexibility on course titles which could be different from the title that appears in the NCES course catalog.

## **Our district has an existing course that already meets the Higher Education and Career Path Skills requirement. Can the district change the course code to match the HECPS course code, but not rename the class?**

Yes. A district would use the approved NCES code for PFE (19262) or HECPS (22900) and then locally can decide what course titles to use. Depending on the type of course (e.g., CTE Program of Study course, AVID course, Advisory course, etc.), districts may want a unique course number in their local student information system, course catalog or transcript, but it must connect back to the correct NCES code.

## **Can a course be named something like “Personal Finance with Business Applications”?**

Yes. A district can choose the course title. This may differ from “Personal Financial Education”, such as “Personal Finance with Business applications” or “Personal Finance with Algebra”, so long as the course is coded with the correct NCES course code. A possible reason a district may choose to do this is to reflect the integration of another content area into a PFE course. When reporting to ODE, the NCES course number for PFE (19262) must be used to identify that the course is Personal Financial Education. Please refer to questions within the *Awarding Credit* section of this FAQ for guidance around integration of additional content into PFE course options.

## **Can a course be named HECPS/AVID?**

Yes. A district may choose to create, repurpose or adapt a course title for the courses. Some districts who offer AVID may choose to name an AVID course “HECPS/AVID Elective”.

## **Can the course be named AVID, but NCES coded as HECPS?**

Yes. A district can choose to locally name the course “AVID Elective”, but it must be a HECPS course covering all the standards and NCES code for HECPS (22900) while integrating the AVID concepts.

## **Can a course and/or 0.5 credits be split up over a number of semesters or school years? If so, are there naming requirements?**

Yes. A course may be split across semesters and/or school years. In accordance with SB 3 (ORS 329.451) and OAR 581-021-003, districts should offer these courses as a standalone course. Local control allows for districts to determine how the courses will be implemented within their existing structures. Districts and schools can decide to split up the course over a number of school years, as long as all the standards are covered. An example of what this would look like is an advisory class in a students’ junior and senior year where they would be taught all the standards for HECPS over the two years. There are no naming requirements for the courses; however, districts must record on each student’s transcript that the required credits have been earned using the appropriate course codes.

## **May a student demonstrate 0.5 HECPS (career experience) through a “work keys” competency test?**

Maybe. [Oregon Administrative Rule 581-022-2025](#) governs credit granting, which states that “a school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options,” and option c reads “successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills).”

Altogether, it would be highly unusual if a commercially published assessment includes enough detail to be used for awarding credit, because much of the test information that is required for this process is not made publicly available. There is no way to map the questions onto the standards for the class to accurately assess the student’s level of proficiency.

However, it may be feasible to combine multiple sources of evidence, possibly including commercially published assessments, to address all required course standards and objectives for the student. The work keys exam could serve as one piece of evidence, and the district or public charter school could combine that with other assessments and performance tasks that are proved to be closely aligned with the standards for the class to grant credit. But the alignment work between the class standards and the assessments used is still the critical piece.

## **What are the steps to consider when determining if HECPS can be addressed through a “work keys” competency test?**

Typically, this kind of credit granting process is designed by a team of teachers, including content-area experts, to ensure that the necessary alignment between assessment and standards is met. They identify standards for the class, crosswalk those with the assessment(s) used to ensure each standard is assessed, and then create or identify a rubric to determine the amount of credit to award.

The alignment of the course and the assessment is a key step; without alignment, the assessment isn’t considered “appropriate.” In order to determine if the district or public charter school can grant credit for a class using a particular assessment (such as a work keys test), it would need to identify the specific course for which it would like to use the assessment to grant credit, and then create a crosswalk of standards, mapping the specific standards and skills addressed by the test into the course standards and objectives for the class. This is required in order to ensure that the standards covered by the test represent substantial enough academic content to warrant credit for a particular class. A teacher certified in the content area needs to be on the team doing this work.

Once the district has the standards map, it can be used to determine the amount and type of academic credit that should be offered. This is based on the academic standards explicitly addressed in the test.

Finally, to actually award credit to a student, the district or public charter school needs to have student score reporting from that test that is detailed enough that it illustrates how the student scored related to the specific standards (knowledge and skills), in order to assess whether and how much credit to grant.

## **College-crediting granting and teaching staff**

### **Who can teach these courses for high school credit?**

The approved licenses for the teaching of Personal Financial Education and Higher Education and Career Path Skills courses include registered or teaching licenses as found in:

- Atypical Assignments ([OAR 584-210-0170](#))
- Restricted CTE Teaching license ([OAR 584-230-0040](#))
- Administrative license ([OAR 584-235-0030](#))
- School Counselor ([OAR 584-245-0110](#)).

## **Can school counselors teach the PFE and HECPS courses? What may be some unintended consequences of having school counselors teach these courses?**

Yes. However, while there may be a situation in which a school counselor may need to teach a course, districts and schools should weigh the intended and unintended consequences of reassigning school counselors to teach and how the school counseling program and counseling services to students will be provided. Districts and schools may find that reassigning a school counselor from their core responsibilities would be detrimental to providing comprehensive universal, responsive targeted and intensified services and support to students. Therefore, districts and schools may choose other licensed teaching staff to instruct the courses, or they may use a team approach to fully implement the comprehensive school counseling program, allowing a counselor to teach the course while other qualified staff are able to implement aspects of the counseling program, or they may choose a co-teaching approach or a combination of approaches to meet the licensing requirements for teaching the courses.

## **Can I offer a PFE or HECPS course for college-credit?**

Maybe. By themselves, PFE and HECPS would represent high school level content. If districts worked with a post-secondary institution to align with their expectations as part of an accelerated college credit opportunity, then it may be possible. But this would be a significant enhancement, not inherent to the adopted content itself.

## **Can a college/university instructor or staff teach the course?**

Yes. Visit the Higher Education Coordinating Commission' [Accelerated Learning Programs and Pathways](#) website to learn more about how districts and schools have created partnerships and aligned courses between the high school and post-secondary institutions for accelerated college credit.

Having a college or university instructor teach the courses falls outside of Accelerated college credit. These programs typically have their own rules for teachers and should be referenced. However, if the college/university instructor or staff holds a TSPC unrestricted teaching license or a Restricted CTE license, they may meet the criteria for approved licenses to teach the courses. Also, it is acceptable for a college or university instructor or staff without a TSPC teaching license to co-teach or present on topics with a high school educator who meets the approved licenses to teach the courses.

## **Staff Training**

### **What are options for having educators trained on the standards and key concepts to cover?**

Resources for training may be identified through community colleges, online classes, educational resources and financial institutions. You can reach out to any of these and determine which would be appropriate professional learning options for your staff.



## Modified Diploma

### **Does this new requirement impact students earning a Modified Diploma?**

Yes. Students earning a Modified Diploma are held to the same standards as those earning the Oregon Diploma. Students are required to complete a 0.5 credit in PFE and 0.5 in HECPS. These credits will be earned as part of the total 24 credits required for the Modified Diploma.

### **Does this requirement impact students earning an Extended Diploma or certificate of attendance?**

No. The 12 credits required to achieve an Extended Diploma does not include PFE credit or HECPS credit. Students earning a Certificate of Attendance do not have any specific course requirements to meet these new diploma requirements.

## Alternative Schools & GED

### **Do these new diploma requirements apply to an Alternative Education school or program?**

Yes. Any alternative education school or program that has a diploma as an outcome for students is held to the same academic standards as those in a public school. If an alternative school or program also offers the GED as an option, students working towards a GED may have access to these content standards, however, the credit is not required for a high school equivalency.

### **Do these requirements apply to students enrolled in a GED program?**

No. Although students in a GED program are working towards passing assessments that can award them a GED, and are earning credit toward an Oregon diploma, they are not required to satisfy all diploma requirements.

## Awarding Credit

### **Can districts offer credit in more than one content area?**

Yes. Districts can offer [credit in more than one content area](#) to students who meet multiple sets of standards within a PFE or HECPS course. In all cases for both courses, awarding credit is how a school communicates to students, families, and potential colleges and careers what students know and are able to do, and an assurance that students are ready for the next level of learning. Credit is only to be awarded when a student has demonstrated mastery of all the standards addressed by the course.

Districts should consider that courses which offer credit in more than one content area require careful planning. Collaboration across content areas, intentional curriculum planning, and thorough assessment should take place to assure that the academic content is both relevant and aligned to standards before credit is awarded. The amount of credit that is offered must be based on the state standards explicitly addressed in the course. Assessment of student learning should use a robust method of evaluation, like an ODE or district approved rubric, to ensure students have demonstrated mastery of the essential learnings as outlined in the standards. The ODE page [Options for Awarding Credit](#) and the ODE guidance document [Credit Options: Applied Academics](#) are good resources to use when designing and assigning credit for this kind of learning.

## **What are some best practices for planning and offering credit in multiple areas?**

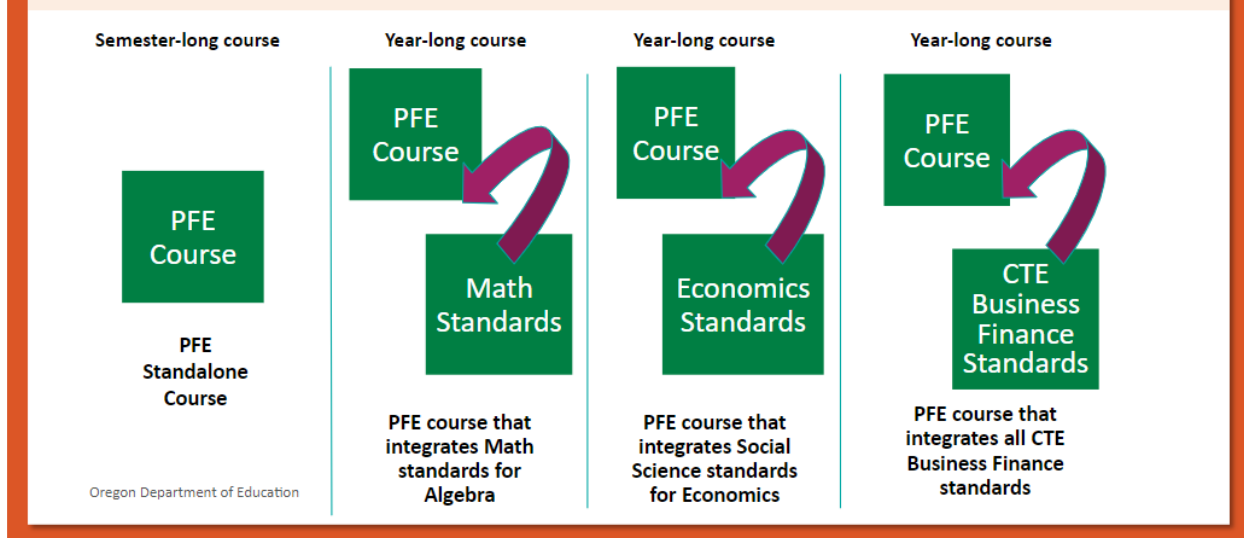
Effective practices for planning and offering credit in multiple content areas include:

- Curriculum design that aligns to the standards from both content areas, and includes substantial academic engagement with both content areas. At least one licensed teacher from each content area should be involved in designing the course.
- Determination of credit awarded must align to the academic standards explicitly addressed and assessed in the course
- Assessment should include appropriate collections of evidence that demonstrate mastery of the standards from both content areas, and should be evaluated using a robust process, such as a district- or ODE- approved scoring guide or rubric.
- It is important to note that the PFE and HECPS content areas have been developed with standards to fill a full course. Districts or schools who are considering integrating additional standards or concepts from other content areas into a PFE or HECPS course should consider that the course will take additional time.

## **What are some examples of how credit in more than one content area can be offered for PFE?**

The options provided below are examples of ways that schools may approach offering courses for Personal Financial Education. This includes a standalone course or Personal Financial Education courses that incorporate other content standards or concepts.

## Examples of PFE Courses



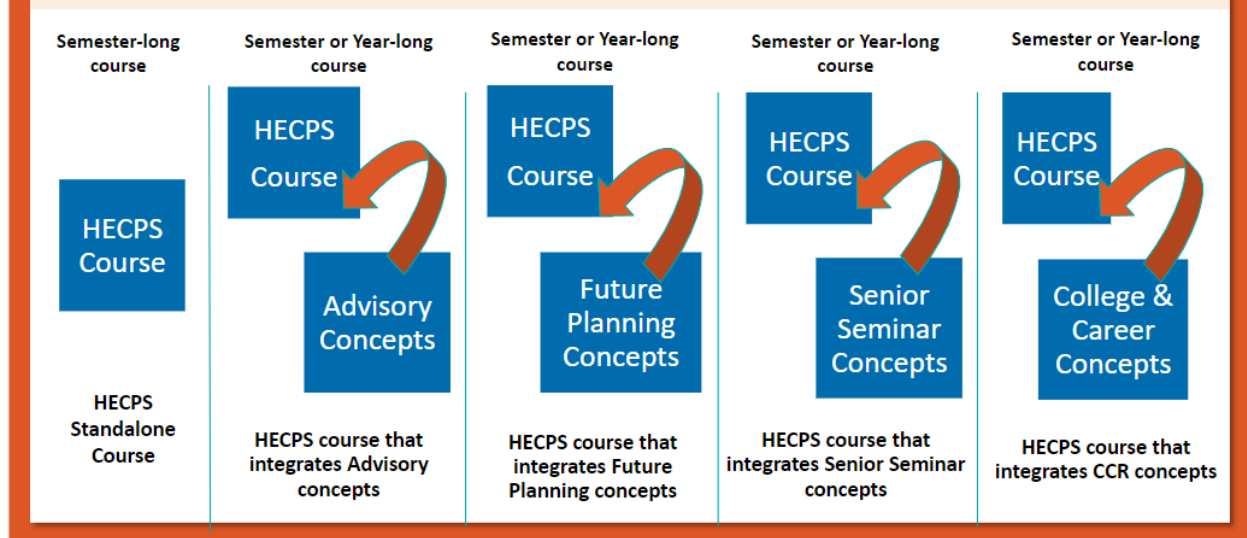
Some examples of PFE courses that offer credit in more than one content area may include:

- Semester-long course: Personal Financial Education standalone course (.50 PFE)
- Semester-long course: PFE (.25 PFE) with standards integrated from other content area (.25 other content area)
- Year-long course: Personal Financial Education course that integrates Algebra concepts from the Math standards (.50 PFE and .50 Mathematics)
- Year-long course: Personal Financial Education course that integrates Economic concepts from the Social Science standards (.50 PFE and .50 Social Sciences)
- Year-long course: Personal Financial Education course that integrates all of the Career Technical Education (CTE) Program of Study requirements (.50 PFE and .50 CTE)

### What are some examples of how credit in more than one content area can be offered for HECPS?

The options provided below are examples of ways that schools may approach offering courses for Higher Education and Career Path Skills. This includes a standalone course or Higher Education and Career Path Skills courses that incorporate other content standards or concepts.

## Examples of HECPS Courses



Some examples of PFE courses that offer credit in more than one content area may include:

- Semester-long course: Higher Education and Career Path Skills standalone course (0.50 HECPS)
- Semester or Year-long course: Higher Education and Career Path Skills course that integrates Senior Seminar-type course concepts (0.50 HECPS; or 0.50 HECPS and 0.50 Senior Seminar)
- Semester or Year-long course: Higher Education and Career Path Skills course that integrates Advisory-type course concepts (0.50 HECPS; or 0.50 HECPS and 0.50 Advisory)
- Year-long course: Higher Education and Career Path Skills course that integrates AVID concepts from AVID courses (0.50 HECPS and 0.50 AVID)

### **Do districts have the option to award an eighth grade student 0.5 credit in either content area as long as it is transcribed as a high school course?**

Yes. Under a district's local policies for awarding credit for 8th grade courses, a district may choose to award credit to 8th grade students who have completed courses that met the standards, the same as they would for other content areas. Offering these courses to high school students at developmentally appropriate grade levels as they are preparing to transition into post-secondary education and career paths helps support positive outcomes for students. This allows students to apply the knowledge and skills they are learning to relevant and meaningful experiences they are engaging with in real time.

## **Can districts offer a full year high school math course, such as Business Math or Financial Algebra, that integrates the PFE standards where students could concurrently receive both a 1.0 math credit and the 0.5 PFE credit?**

No. SB 3 mandates the creation of standalone Personal Finance Education (PFE) and Higher Education Career Path Skills (HECPS) courses, awarding 0.5 credit each. PFE courses must be coded with the NCES code 19262. It is not allowable to fulfill these course requirements in a course with a code other than 19262.

In other words, the PFE course requirements cannot be fulfilled by a standalone math course. For example, if a one-year Financial Algebra course is coded as 1.0 credit of high school math, then this course could be used to meet a student's math credit requirement, but it cannot be used to fulfill the PFE course requirement.

## **Is there an alternative course option that a district could consider, such as a full year personal finance course that integrates algebra content?**

Yes. Districts and schools could consider the option to offer a year-long Personal Finance course that integrates algebraic concepts as an alternative to a stand-alone semester PFE option. Such a course would need to be coded on a student's transcript separately as a 0.5 credit PFE course and a 0.5 credit high school math course. The course would need to ensure coverage of the same content as a semester PFE course, as well as align with the "algebra 1 and above" requirement for a high school math credit. If the math content is integrated into the PFE course throughout the year-long experience, then it is recommended that a student would earn 0.25 credit of both PFE and math at the semester, and then award a student a 0.25 credit for both in the second semester, for a total of 0.5 PFE and 0.5 Math credits after completion of a year-long course.

## **Can additional course credits be concurrently awarded within a semester Personal Finance option for content from other subjects that are integrated into the course?**

Yes. This is a local control decision. It is important to note, however, that PFE has been developed with standards designed to fill 18 weeks or a semester course for 0.5 credits. Districts or schools who are considering integrating additional standards or concepts from other content areas into a PFE course must account for the necessary instructional time to integrate the additional content. For example, the addition of 0.5 credits of integrated content, such as high school math or economics would likely require a full-year course experience to provide adequate instructional time to adequately cover both sets of content area standards with fidelity. This guidance also applies to integration considerations for any content area including CTE Business contexts.

# Waiver Application

## How do districts apply for the one-year waiver, shifting the requirements to January 1, 2028?

Districts and public charter schools can apply for a waiver by submitting a [Request for Waiver of Oregon’s Newest Diploma Requirements \(2026-27\)](#) to the Department that includes:

- The reason for seeking a waiver;
- The subject(s) for which the waiver is sought;
- The projected dates for implementation of required courses; and
- Local school board approval of the application and the date of such approval.

## Can the waiver be requested after January 1, 2028?

No. The legislation only allows for a one-time waiver that shifts the requirement from January 1, 2027 to January 1, 2028.

District/charter schools submit waiver request on or before	Waiver is granted to districts/charter schools between	No waiver for students graduating on or after
July 1, 2026	January 1, 2027 - January 1, 2028	January 1, 2028

## What are allowable reasons for requesting a one-year waiver?

[OAR 581-021-0003](#) outlines that districts can request a waiver due to a lack of educators qualified to provide the courses. The only allowable reason for which the waiver is sought is lack of adequate staffing.