

Oregon Community College Policy and Process Book

HIGHER EDUCATION COORDINATING COMMISSION



Recent Revisions to the Policy and Process Book

Revision date	Policy	Page(s)	Comment(s) or Reason(s) for Revision
4/9/25	n/a	Full Book	Updated Broken Hyperlinks
4/9/25	n/a	Full Book	Updated OAR References
4/9/25	LDC	31-33	Updated Lower Division Collegiate Courses to include CCN and Corequisite Courses
5/16/25	n/a	Full Book	Reviewed and Updated All Courses
4/9/25	ACTI Code	57-79	Reviewed and Updated ACTI Code Titles Definitions and Requirement
4/9/25	BAS and BSN	95-99	Reviewed and Updated Degrees and Programs: BAS and BSN Section
4/9/25	Transfer	196-210	Reviewed and Updated Degrees and Programs: Oregon Transfer Program Section
4/9/25	Awards	151-195	Reviewed and Updated Oregon Award Definitions and Codes
4/9/25	Program Changes	211-229	Updated Program Amendment, Deletion, and Suspension Graphics
4/9/25	n/a	Full Book	Reviewed and Updated Acronym List, Glossary, and Resources
4/9/25	n/a	Full Book	Updated User Experience: Tables, Headers, Outlining, Acronym List, Glossary, Resources, and other ADA Accessibility Features

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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, the Department of Community Colleges and Workforce Development became an integrated office in the Higher Education Coordinating Commission (HECC) agency in 2015. 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 [post-secondary career and technical education](#), and [Career Pathways](#) at Oregon's community colleges
- Administration of statewide [Adult Basic Skills Program](#) and [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 Number	ORS Title
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 Number	OAR Title
OAR 589-006-0050	Definitions
OAR 589-006-0100	General Community College Program Approval Requirements
OAR 589-006-0150	Local Community College Responsibilities for Course and 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 Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs
OAR 589-006-0350	Maintaining Approval of Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing 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 and 350
2. Adhere to the Oregon Administrative Rules in Chapters 589 and 715
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 (HECC) 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. Assist 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 (HECC)

CCWD Contact List

State Employee	Career Learning/ Specialty Area	Phone Number	E-mail Address
KC Andrew Education Specialist	Health Sciences; Human Resources; Agriculture, Food & Natural Resources; ACTI Codes: 210, 211, 220, 360, 361, 362, 363, 510, 511, 512, Noncredit courses, and Noncredit Training Certificates Colleges: BMCC, COCC, Clackamas, Clatsop, CGCC, PCC, SWOCC, TBCC, TVCC	(503) 979-5670	kc.andrew@hecc.oregon.gov
Luis Juárez Education Specialist	Industrial & Engineering Systems; Arts, Information & Communications; Business & Management; Credit Bearing ACTI Codes: 210, 211, and 220. Colleges: Chemeketa, KCC, LCC, LBCC, MHCC, OCCC, RCC, UCC	(971) 375-5231	luis.juarez@hecc.oregon.gov
Eric Juenemann Education Specialist	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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State Employee	Career Learning/ Specialty Area	Phone Number	E-mail Address
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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, Noncredit 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. 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 *intrasegmental* 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, Classification of Instructional Programs (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 CCWD office. The college will not make changes to the program without informing and/or receiving approval from the office

d. Tracking Systems

- i. 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)
- ii. 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)

e. Career and Technical Education

- i. 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 three national measures are:](#)
 1. Postsecondary placement
 2. Earned postsecondary recognized credential
 3. Non-traditional program concentration
- ii. [The Oregon State Plan for Career and Technical Education](#) requires a continuous improvement model for aligned 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 [Reporting site](#).

f. Adult Basic Skills Education Tracking of Student Progress (TOPSpro®)

- i. 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
- ii. 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

g. Coding and Information Systems

- i. Classification, coding, and information systems are 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)
 4. Occupational Employment Statistics (OES) program
 5. Webforms: Program and Course Approval System
- ii. Classification of Instructions Programs (CIP)
 1. 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](#)
 2. 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
- iii. Data for Analysis (D4A)
 1. [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

iv. The Integrated Postsecondary Education Data Systems (IPEDS)

1. 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

v. Occupational Employment and Wage Statistics (OEWS)

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

vi. Webforms Program and Course Approval Systems

1. 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

4. Point of Contact (POC) System

a. Intent

- i. Provide a system that identifies consistent and knowledgeable persons to address, resolve and communicate CTE program approval questions and issues

- ii. Provide a system that is efficient, responsive, and appropriately engages campus and state staff expertise
 - iii. Increase the capacity of community colleges to develop, organize, and utilize available resources to answer most questions internally
 - iv. Provide consistent, clear, and easily understandable communication between community college and state staff
 - v. Coordinate and reduce duplicate inquiries from different people at the same college
- b. Role of the Community College POC
 - i. Act as the designated POC on campus for questions and issues related to course and CTE program approval
 - ii. Facilitate the interface of the Community College POCs with campus staff concerning CTE program approval and application questions
 - iii. Create a system to vet questions and requests for resources through the campus POC
 - iv. Develop and organize the college resources and procedures to facilitate and adhere to the CTE program and course approval and application process
 - v. Provide information, references, and other resources related to CTE program development and approval to the key campus staff as appropriate
 - vi. Provide guidance, coaching, and training concerning CTE program design, development, quality, application, and approval to the key campus staff as appropriate
- c. Who are Community College POCs?
 - i. Most POCs are the CTE Deans or instructional administrators with responsibilities for CTE programs
 - ii. The POC is someone able to guide and facilitate campus administrators, faculty, support staff, and others concerning program approval and application requirements and procedures
 - iii. The POC is (or becomes) thoroughly familiar with course and CTE program approval resources and information, such as:
 - 1. Related OARs and ORS
 - 2. The course and program application and approval process, procedures, and timelines
 - 3. Forms and handouts
 - 4. Perkins performance measures and reporting requirements
 - 5. Online resources
 - 6. FTE Guidelines

7. Campus procedures and resources related to CTE program approval

d. POC Resources

- i. [Webforms](#)
- ii. [Academic Program Approval Website](#)
- iii. [CIP Code Website](#)
- iv. [Full Time Equivalent \(FTE\) Guidelines](#)
- v. [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 Number	OAR Title
OAR 589-006-0050	Definitions
OAR 589-006-0100	General Community College Program Approval Requirements
OAR 589-006-0150	Local Community College Responsibilities for Course and 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 Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs
OAR 589-006-0350	Maintaining Approval of Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing 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
OAR 715-25	Common Course Numbering and Credit Transfer

Role Of Webforms

1. Database used to:
 - a. Track all CTE 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. Generate college data reports
 - f. Generate program transfer reports for ODE's CTE Program of Study application

Access To Webforms

1. The Point of Contact at each curriculum office must contact CCWD to grant access to their community college's Webforms database. Information needed for everyone is:
 - a. First and last name
 - 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 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 \(36\)](#)

"Local community college program approval" means 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.

[OAR 589-006-0050 \(39\)](#)

"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 \(42\)](#)

"Occupational preparatory program" means a state-approved Career and Technical Education program that 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.

[OAR 589-006-0050 \(43\)](#)

"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 \(46\)](#)

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

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

"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 \(48\)](#)

"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 \(57\)](#)

“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

Term	Definition
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 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 courses require evidence that the course will transfer to a university. This verification is provided as an attachment to the course application

Term	Definition
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
Career Area	CTE programs are offered in six career areas: 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 Learn more: CTE Career Areas
CIP	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. Learn more: National Classification of Instructional Programs (CIP)
CIP Family	The first two digits which represent the most general groupings of related programs.
CIP 7 (Award Code)	The seventh digit indicates the Oregon award that will be conferred by the college upon the completion of the program.
CIP 8 (College Code)	This digit is assigned by the college for internal tracking purposes.
Award	The degree or certificate earned by this title.
Clock or Contact Hours	"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. Learn more: OAR 589-006-0050

Term	Definition
Course Category	A course category allows the entry of a grouping of courses from which a student can choose; <i>or</i> A course that is variable credit.
Course Description	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.
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 more than once.
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	"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. Learn more: Oregon Revised Statute, OAR 589-006-0050 (24)
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	Check all that apply to this program. <i>Federal:</i> Does this program meet the requirements for the student to be able to receive federal financial aid? <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? <i>Veterans Benefits:</i> Does this program meet the requirements for the student to be able to receive Veterans Benefits? <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? <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? <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? <i>Other:</i> Does this program meet the requirements for the student to be able to

Term	Definition
	receive other financial aid not listed above? If yes, what financial aid programs?
HECC Career and Technical Education (CTE) Program Approval Standards	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. 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 entities like the Bureau of Labor and Industry (BOLI), Oregon Department of Education (ODE), Community Based Organizations (CBOs), local business and industry, etc. In 2014 the Higher Education Coordinating Commission (HECC) adopted the CTE Program Approval Standards from the State Board of Education. The standards with program elements: "Standards and Resources" section of this book.
Laboratory (Lab)	"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 Learn more: Oregon Revised Statute, OAR 589-006-0050 (33) and FTE Guidelines
Lecture	"Lecture" means an instructional setting in which the instructor presents academic subject information. *10-12 hours/term = 1 credit Learn more: Oregon Revised Statute, OAR 589-006-0050 (34) and FTE Guidelines
Lecture and Laboratory (Lecture and Lab combined)	"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 Learn more: Oregon Revised Statute, OAR 589-006-0050 (35) and FTE Guidelines
Recitation	An interactive class forum consisting of a small group of students from a lecture course who meet to clarify the course. Learn more: FTE Guidelines

Term	Definition
Noncredit Course	"Non-credit course" means 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. Learn more: OAR 589-006-0050 (40)
Noncredit Contact Hours	Total hours in a noncredit 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. The courses in a related certificate must all come from courses in the base program
Point of Contact (POC)	This individual is usually 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.

Term	Definition
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	Check all that apply. Title Change 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. Revision in Program Credits and/or clock hours Informs CCWD that the program credit amount and hour clock hours have changed. Curriculum Revision Informs CCWD that the program's curriculum has been revised. Suspension 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 here. Date Suspended Date the College stops allowing new students to enter the program. Reason Please write "see letter and form" in this section. Reinstatement A program that has been suspended for less than three years may be eligible for reinstatement. Contact CCWD to start this process.
Umbrella Course	A group of noncredit 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. 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.

Term	Definition
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. The exception is nonreimbursable courses.
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](#) can be found in the [ACTI Code 100](#).

Full and Partial Credit

1. Course Credits and Clock/Contact Hours
 - a. Full Credits
 - b. Partial Credits – half credits only

Course Overview

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
 - ii. 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. Noncredit

a. Career and Technical Education

i. Career/Tech preparatory (included in a CTE Program): ACTI Code 210

ii. Stand-alone occupational preparatory courses: ACTI Code 211

iii. Occupational supplementary courses: ACTI Code 220

iv. 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

Course Credits and Clock/Contact Hours

Oregon Administrative Rule (OAR)

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

"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 \(1-14\)](#)

General Community College Course and Program Approval Requirements

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

"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 \(34\)](#)

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

[OAR 589-006-0050 \(35\)](#)

"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 decision. 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

Type	Hours/term
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 transfer 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

Type	Hours/term
Lecture	5-6 hours/term
Lab	15-18 hours/term
Lecture-Lab	10-12 hours/term

Credit Courses

Lower Division Collegiate (LDC)

1. The following courses are accepted as credit. Lower division collegiate: ACTI Code 100

Intent

See OAR definition

Oregon Administrative Rule (OAR)

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

"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 \(25\)](#)

"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 \(37\)](#)

"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.

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)
7. NOTE: Health/Wellness/Fitness courses may be any number of credits
8. Common Course Numbering (CCN) - In general, a CCN course must have the same:
 - a. Course description
 - b. Course title
 - c. Learning outcomes

- d. Number of credits
- e. Course number
- f. Course prefix or subject code
- g. All approved CCN courses must be adopted as written according to the guidelines in the [2024 Revised CCN Framework](#). Subject codes must match. Existing subject codes may be retained if they are abbreviated differently (for example, HIST and HST are both allowable), though subjects must be the same (e.g., a math subject code cannot be used for a CCN statistics course). For more on adopting course information see the 2024 Revised CCN Framework.
- h. CCN Course Approval: Once Transfer Council approves CCN aligned courses, institutions will be notified by email, and all approved course information will be published on the HECC [Educator Resources - Common Course Numbering](#) webpage. For institutions offering a CCN approved course, it must appear in the next year's academic catalog (after approval by Transfer Council) and institutions must adopt all required course information. For example, CCN courses approved by Transfer Council in November 2024 were required to appear in academic course catalogs for 2025-2026, unless special instructions for adoption were approved as part of the course information (i.e., a "teach-out" plan). Finally, institutions must submit CCN aligned courses via Webforms for approval.
- i. Letters before the Z-designator: For example, a student who earns credit for COMM-111Z has also satisfied COMM-111ESZ if it is part of their program, and vice versa. (The Z-designator must always be in the last place in the number field).
- j. The CCN designator must be a capitalized "Z" and will appear in the final position in the course number field with no spaces (for example Math 111Z or Math 111HZ for an honors section of the course).
- k. CCN courses taught at the honors level: Course information must include additional language about what makes it an "honors" level course in the course description and/or in the one additional course learning outcome allowed under the 2024 Revised CCN Framework.
- l. Courses taught in a language other than English: Institutions may elect to offer a CCN course in a language other than English. According to the [2024 Revised CCN Framework](#), this may be noted in the course description and/or before the Z-designator in the course number field (e.g., COMM 111SZ).

9. Corequisite Courses

- a. The name of corequisite courses that corresponds with a common course numbering "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]."
- b. The course designator for corequisite courses cannot end in "Z". The "Z" designator is reserved for commonly numbered courses only.
- c. Submission Requirements for CCN and Corequisite courses only:
 - i. To submit a CCN course for approval, view the [CCN Instructions for Entry into Webforms](#).
 - ii. View [the CCN Instructions for Entry into Webforms](#) directions regarding exceptions to program approval in webforms.

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

Requirements

1. Must follow all policy as stated in the [ACTI Policy Code Section](#)
2. CCNs and Co-Requisites must follow ACTI Code Policy and requirements found above.

Submission Requirements

1. Must be entered into Webforms
2. Submission requirements for CCNs and Co-Requisites are found above.

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enters into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

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 \(16\)](#)

"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 \(24\)](#)

"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 \(25\)](#)

"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 \(42\)](#)

"Occupational preparatory program" means a state-approved Career and Technical Education program that 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.

[OAR 589-006-0050 \(43\)](#)

"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 \(53\)](#)

"Stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

Overview

1. These courses can be either credit or noncredit
2. ACTI Code 220
 - a. Must be part a of a CTE certificate or degree
3. ACTI Code 211
 - a. Must not be part of a CTE certificate or degree
 - b. Must lead directly to a job (ie: take Lifeguard Training course, then apply to be a lifeguard)
 - c. Assigned a Classification of Instructional Programs (CIP) code
 - d. May not:
 - i. Be strung together to create a new program without applying for a new program and going through program approval processes
 - ii. Be standalone supplementary, hobby, or recreational in nature
4. All courses must be approved before being offered with one exception, 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
 - d. May be post-approved
 - e. Is for incumbent workers
5. ACTI Code 210, 211, 220
 - a. Courses are delivered under the direct control of the college
 - b. 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
 - c. Courses are designed for occupational employment and are not necessarily directed toward completion of a certificate or degree
 - d. 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

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

Submission Requirements

1. Must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Adult Basic Skills (ABS)

[Learn more: ABS Policy Manual](#)

The following courses are accepted as credit or noncredit.

1. English as a Second Language: ACTI Code 310
2. Adult Basic Skills: 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 \(24\)](#)

"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 \(25\)](#)

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

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

"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), 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. 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.

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:
 1. Adults with less than a high school diploma
 2. Persons who lack sufficient background in subject-matter areas to make satisfactory progress in lower-division collegiate or career and technical education programs of the institution

OR

 3. Persons who lack English language skills needed to make satisfactory progress in the lower-division collegiate or career and technical education 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

Requirement

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

Submission Requirements

Must be entered into Webforms.

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Post-Secondary Remedial (PSR)

The following courses are accepted as credit or noncredit.

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 \(24\)](#)

"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 \(25\)](#)

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

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

"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), 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. 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.

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 Section](#)

Submission Requirements

1. Must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Noncredit Courses

Career and Technical Education (CTE)

The following courses are accepted as noncredit

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 \(42\)](#)

"Occupational preparatory program" means a state-approved Career and Technical Education program that 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.

[OAR 589-006-0050 \(43\)](#)

"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 \(53\)](#)

"Stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.

Overview

1. These courses can be either credit bearing or noncredit
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
 - d. May be post-approved
 - e. Is for incumbent workers
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. Courses are designed for occupational employment and are not necessarily directed toward completion of a certificate or degree
 7. 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 Section](#)

Submission Requirements

1. Must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Adult Basic Education (ABE)

The following courses are accepted as noncredit.

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 \(45\)](#)

"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), 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. 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.

Overview

1. Federal dollars cannot be used for citizenship courses
2. The course is primarily intended for adults

3. The course is developmental in nature and offered for:
 1. Adults with less than a high school diploma
 2. 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

 3. 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
4. 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 Section](#)

Submission Requirements

1. Must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Post-Secondary Remedial (PSR)

The following courses are accepted as noncredit.

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. Prepare students for college level courses

Oregon Administrative Rule (OAR)

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

"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), 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. 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.

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 Section](#)

Submission Requirements

1. Must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Adult Continuing Education (ACE)

The following courses are noncredit.

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 noncredit 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 \(45\)](#)

"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), 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. 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.

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
 - c. 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
4. Time spent for breaks, travel, or meals cannot be calculated as part of this time

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

Requirements

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

Submission Requirements

1. ACE courses must be entered into Webforms

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Non-Reimbursable Courses

The following courses are noncredit 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 noncredit format
2. Non-reimbursable courses are not graded

Oregon Administrative Rule (OAR)

[OAR 589-006-0400](#)

Approval of Other Education Courses

Overview

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

1. Noncredit 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 Section](#)

Submission Requirements

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

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms a. ACTI 510, 511, and 512 are not required to be entered 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

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 unless an exception approved by CCWD
2. Meets the same instructional standards and procedures as other occupational supplementary and/or occupational preparatory course

Requirements

1. Course prefix must start with APR unless an exception is approved by CCWD
2. May be noncredit or credit
3. Must be part of a Registered Apprenticeship Program
4. Pre-approval required from CCWD
5. 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 Section](#)

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Uses APR as prefix 3. Assigns ACTI Code 230 and special course code where applicable 4. Enter into Webforms 5. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

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 \(17\)](#)

"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 CTE program (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 of 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. Employers must complete an evaluation of the student(s) they worked with.
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 must address applicable legal aspects, such as worker's compensation

Requirements

1. Credit for CWE
 - a. CWE field experience at 3 to 1 ratio (30-36 clock hours per credit)
 - b. Seminar for CWE 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 (CCWD must approve any exceptions)
- b. No more than 12 credit hours of CWE may be applied to a One Year Certificate of Completion
- c. 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
- d. The EST program may include structured work experience (cooperative work experience) at a ratio of no more than 4 credits for each 15 credit hours

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 Section](#)

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Experimental Courses

Intent

Provides the college with flexibility to experiment and refine a course

Oregon Administrative Rule (OAR)

None

Overview

1. 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 times
 - b. After being offered three 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 Section](#)

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

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 Independent Study 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 Section](#)

Notes

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

Visual of Roles and Responsibilities

This is a visual aide. It **does not replace the full details described above.**

Who	Process
College	1. Creates course in collaboration with business and industry 2. Assigns ACTI Code and special course code where applicable 3. Enter into Webforms 4. Submits course for approval
HECC - CCWD	1. Reviews course for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves course in Webforms

Oregon Activity (ACTI) Codes Titles, Definitions and Requirements

ACTI Code: 100
ACTI Code Title: Lower Division Collegiate
OAR Definition 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.
Approved 2010 Affinity Group Description 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.
Noncredit Eligibility Noncredit eligibility: <i>Not Eligible</i>
Credit Eligibility Credit eligibility: <i>Eligible</i> Lecture contact hours: Follow FTE Guidelines Lecture/Lab contact hours: Follow FTE Guidelines Lab contact hours: Follow FTE Guidelines
Policy Notes Courses are numbered between 100-299. Carries regular transfer credit/generally accepted for transfer at Oregon's public universities. May be part of any degree or Perkins Program of Study. Must be one of the following: 1. Foundational (minimum of 3 credits) 2. Discipline studies (minimum of 3 credits) 3. Elective (any number of credits) Health/Wellness/Fitness courses may be any number of credits, even if they are Discipline courses. Must transfer to at least two state universities. Learn more about CCN courses

ACTI Code: 210
ACTI Code Title: Career/Tech Preparatory
OAR Definition OAR 589-006-0050 (42) "Occupational preparatory program" means a state-approved Career and Technical Education program that 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. Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible *Must be part of a Noncredit Training Certificate</i> Minimum Contact Hours: 18 Maximum Contact Hours: 210 Credit Eligibility Credit eligibility: <i>Eligible</i> 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 ACTI code 210 courses must be: 1. Associated with a state approved CTE program 2. Designed for specific occupational employment 3. Developed with the advice of employers 4. Pre-approved through CCWD 5. Approved as part of an existing program or certificate 6. In accordance with criteria outlined in OAR 589-006-0300 7. For entry into the workforce 8. Align to FTE Guidelines credit-hour ratio 9. Include student learning outcomes

ACTI Code: 211
ACTI Code Title: Standalone CTE Prep (Does not lead to a HECC approved certificate or degree)
OAR Definition OAR 589-006-0050 (53) “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 part of a certificate or degree 2. Training for direct 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 noncredit 7. Must include student learning outcomes

ACTI Code: 211

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 changing the ACTI code to 210
2. Be stand-alone supplementary, hobby, or recreational in nature

ACTI Code: 220
ACTI Code Title: Occupational Supplementary
OAR Definition OAR 589-006-0050 (43) "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. Approved 2010 Affinity Group Description Courses that prepare person for employment stability and advancement in specific occupations or clusters of closely related occupations. Post-approval is allowed. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: 1 hour Maximum contact hours: 210 hours Credit Eligibility Credit eligibility: <i>Eligible</i> 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. Is for incumbent workers 2. May have closed/restricted enrollment for the current workforce (targeted employees or occupation) 3. Training for skills upgrades 4. Post- approval from CCWD is allowed 5. The course may be transcribed by the college 6. College staff development activities and trainings are reimbursable 7. Must also include student learning outcomes 8. Must include description of the audience for the course 9. Small Business Management and Farm Business Management contracts must be reported as one FTE (510 contact hours) per business per year, in the last quarter of

ACTI Code: 220

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.

ACTI Code: 230
ACTI Code Title: Career/Tech Registered Apprenticeship
OAR Definition OAR 589-006-0050 (42) "Occupational preparatory program" means a state-approved Career and Technical Education program that 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. OAR 589-007-0110 Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: 1 hour Maximum contact hours: 210 hours Credit Eligibility Credit eligibility: <i>Eligible</i> Lecture contact hours: Follow FTE Guidelines Lecture/Lab contact hours: Follow FTE Guidelines Lab contact hours: Follow FTE Guidelines Minimum contact hours: 5 hours (½ credit) Maximum contact hours: 210 hours Policy Note 1. 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. 2. 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. 3. Course prefix must start with APR, unless exception granted by CCWD 4. Must be part of a Registered Apprenticeship Program 5. May be advertised in course catalog. 6. Pre-approval is required through CCWD.

ACTI Code: 310
ACTI Code Title: English as a Second Language
OAR Definition OAR 589-006-0050 (45) "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), 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. 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. Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: 6 hours Credit Eligibility 1. Credit eligibility: <i>Eligible</i> 2. Lecture contact hours: Follow FTE Guidelines 3. Lecture/Lab contact hours: Follow FTE Guidelines 4. Lab contact hours: Follow FTE Guidelines Policy Notes 1. OAR 589-006-0400 Approval of Other Education Courses

ACTI Code: 320**ACTI Code Title: Adult Basic Skills****OAR Definition**[OAR 589-006-0050 \(45\)](#)

"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), 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. 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.

[Learn more: ABS Policy Manual](#)**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

1. [OAR 589-006-0400](#)
2. Gives CCWD the authority to approve other educational courses.

ACTI Code: 330

ACTI Code Title: General Education Development/Adult Secondary Education

OAR Definition

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

"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), 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. 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.

[Learn more: ABS Policy Manual](#)

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

1. [OAR 589-006-0400](#)

Approval of Other Education Courses

ACTI Code: 340
ACTI Code Title: Adult High School
OAR Definition OAR 589-006-0050 (45) "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), 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. 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. Learn more: ABS Policy Manual Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: 6 hours Credit Eligibility Credit eligibility: <i>Eligible</i> (<i>Listed in High School credits</i>) Lecture contact hours: Minimum 6 hours Lecture/Lab contact hours: Minimum 6 hours Lab contact hours: <i>Eligible</i> if minimum contact hours are met in lecture or lecture/lab Policy Notes 1. OAR 589-006-0400 Approval of Other Education Courses 2. Gives CCWD the authority to approve other educational courses. 3. Courses, when listed for credit, are listed in High School credits, not college 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.

ACTI Code: 350

**ACTI Code Title: Postsecondary Remedial Reading/Writing
(Listed as "Developmental Education")**

OAR Definition

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

"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), 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. 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.

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

1. [OAR 589-006-0400](#)
Approval of Other Education Courses
2. Gives CCWD the authority to approve other educational courses.
3. Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.

ACTI Code: 351

ACTI Code Title: Postsecondary Remedial Math

OAR Definition

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

"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), 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. 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.

Approved 2010 Affinity Group Description

Courses numbered below 100 in math.

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

1. [OAR 589-006-0400](#)

Approval of Other Education Courses

2. Gives CCWD the authority to approve other educational courses.
3. Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.

ACTI Code: 352

ACTI Code Title: Postsecondary Remedial Electives

OAR Definition

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

"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), 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. 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.

Approved 2010 Affinity Group Description

Courses numbered below 100, not including reading, writing and math.

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

1. [OAR 589-006-0400](#)

Approval of Other Education Courses

2. Gives CCWD the authority to approve other educational courses.
3. Some CTE degrees and certificates may require courses with numbers less than 100 for completion of the degree or certificate.

ACTI Code: 360
ACTI Code Title: Adult Continuing Education (ACE) – Other (<i>Unknown</i>)
OAR Definition OAR 589-006-0050 (45) "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), 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. 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. 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: <i>Eligible</i> Minimum contact hours: 6 hours Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. OAR 589-006-0400 Approval of Other Education Courses 2. Gives CCWD the authority to approve other educational courses 3 . ACTI 360 course examples: Basic literacy skills. Languages, life skills, test preparation, use of technology 4 . Supports areas of: Economy, education, civic engagement, social support and public safety 5 . Must include instructor(s), syllabus, course outline, etc. 6 . Not a prerecorded video or unfacilitated online course 7 . Tracked through D4A 8. FTE audited every year

ACTI Code: 361
ACTI Code Title: Adult Continuing Education - Health and Fitness
OAR Definition OAR 589-006-0050 (45) "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), 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. 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. 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: <i>Eligible</i> Minimum contact hours: 6 hours Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. OAR 589-006-0400 2. Approval of Other Education Courses 3. Gives CCWD the authority to approve other educational courses. 4. Health and fitness, Diet and nutrition, Stress management, Physical skills instruction. Yoga, Tai Chi, Qigong, etc. - IF: a. The focus of the course is on physical health and fitness. b. Supports areas of: Economy, education, civic engagement, social support and public safety c. Must have instructor(s), syllabus, course outline, etc. d. No prerecorded video or unfacilitated online course 5. Tracked through D4A 6. FTE audited every year

ACTI Code: 362
ACTI Code Title: Adult Continuing Education – Safety
OAR Definition OAR 589-006-0050 (45) "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), 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. 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. 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: <i>Eligible</i> Minimum contact hours: 6 hours Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. OAR 589-006-0400 2. Approval of Other Education Courses 3. Gives CCWD the authority to approve other educational courses. 4. Safety, Driver's education and motorcycle education, OSHA training, Chemical-handling, First Aid and CPR, Childproofing your home, Emergency preparedness. 5. These courses often look like Occupational Supplementary (ACTI 211), but they are open to the public. 6. Supports areas of: Economy, education, civic engagement, social support and public safety 7. Needs instructor(s), syllabus, course outline, etc. 8. No prerecorded video or online courses that are unfacilitated. 9. Tracked through D4A 10. FTE audited every year

ACTI Code: 362

11. 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.

ACTI Code: 363**ACTI Code Title: Adult Continuing Education – Workforce****OAR Definition**[OAR 589-006-0050 \(45\)](#)

"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), 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. 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.

Approved 2010 Affinity Group Description

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.

Noncredit Eligibility

Noncredit eligibility: ***Eligible***

Minimum contact hours: 6 hours

Credit Eligibility

Credit eligibility: *Not eligible*

Policy Notes

1. [OAR 589-006-0400](#)
2. Approval of Other Education Courses
3. Gives CCWD the authority to approve other educational courses.
4. ACTI 363 examples:
 - a. Basic literacy skills pertaining to employment, languages that pertain to the workplace, life skills that pertain to the workplace, test preparation (but not the actual testing session), use of technology in the workplace.
 - b. Supports areas of: Economy, education, civic engagement, social support and public safety
 - c. Must have instructor(s), syllabus, course outline, etc.
 - d. No prerecorded video or online courses that are unfacilitated
5. Tracked through D4A
6. FTE audited every year.

ACTI Code: 510
ACTI Code Title: Non-Reimbursable: Other
OAR Definition <i>None</i> Approved 2010 Affinity Group Description Courses that do not meet the intent of other course definitions or are under 6 contact hours. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: No minimum Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. Not eligible for FTE reimbursement. 2. May be entered into Webforms but is not required.

ACTI Code: 511
ACTI Code Title: Non-Reimbursable: Hobby and Recreation
OAR Definition OAR 589-006-0050 (50) "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. Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: No minimum Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. Not eligible for FTE reimbursement. 2. May be entered into Webforms but is not required.

ACTI Code: 512
ACTI Code Title: Non-Reimbursable: Other/Admin
OAR Definition <i>None</i> Approved 2010 Affinity Group Description 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. Noncredit eligibility Noncredit eligibility: <i>Eligible</i> Minimum contact hours: No minimum Maximum contact hours: No maximum Credit Eligibility Credit eligibility: <i>Not eligible</i> Policy Notes 1. Not eligible for FTE reimbursement. 2. May be entered into Webforms but is not required.

ACTI Code: 513
ACTI Code Title: N/A
OAR Definition <i>None</i>
Approved 2010 Affinity Group Description This code is used by CCWD for courses deemed Non-reimbursable during the FTE Audit.
Noncredit Eligibility Noncredit eligibility: <i>Not eligible</i>
Credit Eligibility Credit eligibility: <i>Not eligible</i>
Policy Notes 1. Only for use by the Office of Community Colleges and Workforce Development (CCWD).

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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

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

"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 \(30\)](#)

"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 \(46\)](#)

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

[OAR 589-006-0050 \(48\)](#)

"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 \(55\)](#)

"State-approved program" means a community college certificate of completion, an associate degree, a bachelor of applied science degree, or a Bachelor of Science: Nursing degree that has met and continues to meet the standards and criteria of the Commission.

Approval Process

Transfer Degrees

Major Transfer Maps (MTM) linked with an associates degree are designed by a group of faculty from the subject discipline. The group of faculty is an equal number of Community College and Oregon Public University faculty. Once the Commission approves the MTM, identified community colleges are required to participate.

Learn more about Oregon's [Transfer Work](#).

Learn more about Transfer Degrees (Link to the section in this book)

Bachelor of Applied Science (BAS) and Bachelor of Science: Nursing (BSN)

Learn more about BAS and BSN Degrees (Link to the section in this book)

Degrees and Certificate (AAS/CC)

[Learn more about AAS Degrees and Certificates](#)

Business & Industry Degrees and Certificates (BAAS)

[Learn more about Business & Industry Degrees and Certificates](#) (Link to the section in this book)

Statewide Degrees and Certificates (SAAS)

Learn more about SAAS Degrees and Certificates (Link to the section in this book)

Overview of 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)	Bachelor of Applied Science and Bachelor of Science: Nursing
AASO CC CC1 CC0 CC2 CC1R CC0R CCR CC2R CPCC NCTC CEST COST	SCC SCC1 SCCO SCC2 SC1R SC0R SCR SC2R SCPC	BCC BCC1 BCC0 BCC2 BC1R BC0R BCR BC2R	BAS BSN

Associate of Applied Science and Standalone Certificates Process

Each of the below and the Career Pathway Certificate of Completion (CPCC) require current labor market information found at www.qualityinfo.org.

Standalone Programs	Credit Range
CC, SCC, BCC	(12-30)
CC0, SC0, BC0	(31-44)
CC1, SCC1, BCC1	(45-60)
CC2, SCC2, BCC2	(61-108)
AAS, SAAS, BAAS	(90-108)

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details found in the individual program description sections.

Who	Process
College	1. Submits the Notice of Application (NOA)
CCWD	1. Four weeks to review NOA 2. If approved the NOA will be marked as "Reviewed" 3. If not approved the NOA will be marked as "Sent Back" with comments attached 4. College must answer comments and resubmits 5. Once NOA is approved by CCWD, it will be in "Reviewed" status

Who	Process
College	1. College creates a program application and submits for approval
CCWD	1. Standalone programs must go to the Commission for final approval 2. Program application must be completed and received in Webforms by the first Friday of the month before the Commission meeting (e.g. If Commission meeting is in August, the college must have the completed application submitted by the first Friday in July) 3. CCWD reviews and makes an approval recommendation to the Commission 4. CCWD sends to the Commission
Commission	1. Reviews the application 2. Votes to approve the application
CCWD	1. Alerts the college of program status 2. If not approved, college will be alerted immediately 3. If approved, CCWD will send an approval letter from to the college within two weeks and mark the program as approved within webforms

Related and Other Programs Process

Related and Other	Credit Range
CPCC, SCPC	(12-45)
CCR, SCR, BCR	(12-30)
CC0R, SC0R, BC0R	(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)

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details found in the individual program description sections.

Who	Process
College	1. Submits the Notice of Application (NOA) 2. If NOA is "Sent Back" then the college must fix and resubmit
CCWD	1. Four weeks to review NOA a. If approved, the NOA will be marked as "Reviewed" b. If not approved, the NOA will be marked as "Sent Back" with comments attached 2. College must answer comments and resubmit until program is in "Reviewed" status
College	1. College creates a program application and submits for approval
CCWD	1. Six weeks to review the application a. If no approved, college will receive comments from CCWD that need to be addressed b. If approved, college will receive letter within two weeks after the six weeks alerting the college 2. CCWD approves programs in Webforms

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.

The college is required to address all Program Elements of each Standard.

Standard A – Need

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

See “Labor Market Information” after Standard E.

Program Elements – Required

1. The program need is clearly indicated by labor market research based on current, valid, and reliable information, statistics and forecasts found at www.qualityinfo.org and other data engines.
2. The program need is based on current and projected employment demand that is not being met by training provided by existing programs
3. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers

Guiding Questions

1. Why is this program necessary?
2. Does the workforce data show that the proposed program is needed?
3. Can training be provided without creating a new program?
4. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?
5. 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 – Required

1. 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:
2. Advisory committees Apprenticeship committees/trusts

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

Guiding Questions

1. Who are your key constituents and how have they helped you design your program?
2. What resources are your constituents contributing or sharing?
3. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
4. Who in the college community has been involved in planning?
5. Are there any national constituents involved in the design and resource sharing?
6. 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 product 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 – Required

1. Program is aligned with appropriate PK-20 educational programs and related activities
2. 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
3. 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
4. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area

Guiding Questions

1. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
2. What other programs could provide benefit for your students if the instruction and outcomes were

aligned with this new program?

3. Is your program meeting important education, workforce development, and economic development activities and priorities?
4. How does this program fit into Oregon's educational initiatives?
5. How does this program fit into the larger context of workforce educational needs and state and national initiatives?
6. Are there articulation agreements in place for students from high school to receive college credit?
7. Are there articulation agreements in place for program credits to be transferred to other colleges?
8. 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 – Required

1. 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
2. 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
3. CTE academic and technical skill performance indicators are used as measurements of program effectiveness
4. 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
5. The program is designed or may be delivered in distinct segments that contribute to increase student completion and success
6. 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)
7. 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
8. 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

1. Is the program designed to meet the need stated in Standard A?
2. Are the learner outcomes clearly identified and targeted to the identified needs of students?
3. Is the program designed so that the student can participate in a learning community?
4. Does the student have an opportunity to construct his own learning experiences?
5. What assessment will be used to place student in the appropriate courses?
6. Are the times and length of instruction appropriate for working adults?
7. How do all aspects of the program lead to student achievement and successful transitions?
8. How will data be collected and use to determine student success and improve the program?
9. Are there related internships, work study and part time employment opportunities for students?
10. How are career and employment information and counseling incorporated?
11. Are tutoring and mentoring incorporated?
12. 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 – Required

1. 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
2. There are sufficient and accessible facilities, instructional materials, and equipment for the program
3. Financial resources are adequate for the implementation and continued operation of the proposed program
4. 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
5. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available

Guiding Questions

1. What impact will this program have on current school programs and budgets?
2. What is the student to teacher ratio?
3. Will the course fees support the costs of instruction; if not, how will other revenue be generated?
4. What additional facilities or tools, supplies and equipment required?

5. What in-kind and financial resources are available from key partners?
6. Is team teaching being utilized to manage the needs of instructional personnel?
7. What opportunities have been identified to extend student learning beyond the classroom?

Labor Market Information

Oregon Administrative Rules (OAR)

[OAR 589-006-0100\(11\)\(f\)](#)

(11) 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\(12\)\(g\)](#)

(12) 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 and Career Pathway Certificates of Completion to contain current labor market information to prove the need of the program. Standalone programs are programs with any of the following awards:

1. Associate of Applied Science (AAS)
2. Certificate of Completion (CC)
3. Certificate of Completion (CC0)
4. Certificate of Completion 1 year (CC1)
5. Certificate of Completion 2 year (CC2)
6. Career Pathway Certificate of Completion (CPCC)
7. Statewide Associate of Applied Science (SAAS)
8. Statewide Certificate of Completion (SCC)
9. Statewide Certificate of Completion (SCC0)
10. Statewide Certificate of Completion 1 year (SCC1)
11. Statewide Certificate of Completion 2 year (SCC2)
12. Statewide Career Pathway Certificate of Completion (SCPC)
13. Business Associate of Applied Science (BAAS)
14. Business Certificate of Completion (BCC)
15. Business Certificate of Completion (BCC0)

16. Business Certificate of Completion 1 year (BCC1)
17. Business Certificate of Completion 2 year (BCC2)
18. Business Career Pathway Certificate of Completion (BCPC)

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 Occupational Profile 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 aligns 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” section for more information). www.qualityinfo.org

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

Occupational wage data in QualityInfo represent first quarter 2024 wages. The data used to create these estimates came from the Occupational Employment and Wage Survey. This survey samples more than 6,000 business establishments per year, taking three years to fully collect the sample of more than 18,000 establishments. The data used for the current wage estimates came from surveys that were conducted in 2020, 2021, 2022 and 2023. The wage data were then adjusted to 2024 using the Employment Cost Index.

It is important to note that these wage rates may vary between industries, as well as by firm size within an industry. Also, when determining wage rates for individual occupations, it is important to assess current labor market conditions which may also affect wages. Annual wages are based on full-time employment. Not all jobs are full time.

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

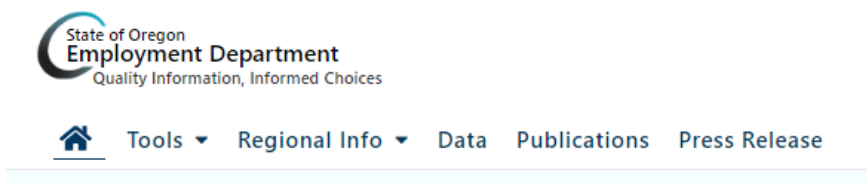
Educational requirements are called out by: Knowledge, Skills, Abilities, and Detailed Work Activities. This section shows the specific educational requirements needed for this occupation. Including these unique requirements is a way to show that the certificate or degree is needed as no other degree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

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 Clerks

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

1. [Occupational Profiles Report How to Guide](#)
2. [Supplementary Occupation Profiles Form](#)

Program And Course Approval Resource Links

1. [Academic Program Approval for Oregon Community Colleges](#)
2. [FTE Guidelines](#)
3. [Oregon Award Definitions and Codes](#)
4. [Oregon ACTI Codes – Titles, Definitions and Requirements](#)

Career and Technical Education Degrees and Certificates

Bachelor of Applied Science (BAS) and Bachelor of Science: Nursing (BSN)

Oregon Administrative Rules (OAR)

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

"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 degree which indicates completion of a course of study approved by the community college board and the Commission or its designee.

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

"Associate of Applied Science Degree (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 \(9\)](#)

"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 \(11\)](#)

"Bachelor of Applied Science" is a state-approved applied 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 589-006-0050 \(12\)](#)

"Bachelor of Science: Nursing degree" means a post-licensure degree program in which individuals who have already received an associate degree in nursing receive a bachelor's degree in nursing.

[OAR 589-006-0050 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or

option, or certificate of completion.

[OAR 589-006-0050 \(57\)](#)

“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-006-0100 \(1-10\)](#) Community College Course and Program Approval

Intent

The intent of this section is to give colleges a:

1. Step by step view of the process
2. Visualization of key components
3. Clarity of expectations

Requirements

1. Must meet all requirements listed in Phase One and Phase Two Rubrics
2. To meet the approval standards of the Commission, Bachelor of Applied Science degree programs or Bachelor of Science: Nursing degree programs must
 - a. Have a 180 total credits for degree completion
 - b. Have a minimum of 60 upper-division credits
3. Meet or exceed the local community college board of education program approval standards
4. Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria
5. Include a designation of the occupation, career, or career area as a component of the award title
6. All courses must be collegiate level work

Process

The following Visual of Roles and Responsibilities flow charts provide the 3 phases of approval for a Bachelor of Applied Science and a Bachelor of Science: Nursing degree in Oregon.

Phase One: Statement of Need (SON)

Phase Two: Notice of Application (Program Proposal) (NOA)

Phase Three: Final Program Approval (Submission into Webforms) (Program Application)

Phase One – Statement of Need (SON)

Complete and submit phase one statement of need rubric and details to calculate supply-demand gap

Supporting Documents:

1. [Phase One Statement of Need Rubric](#)
2. [Details to Calculate Supply-Demand Gap](#)

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described in supporting documents.

Who	Process
College: Complete Statement of Need Packet	1. Using Phase One Statement of Need Rubric: Complete the Standards and Criteria 2. Using Details to Calculate Supply Demand Gap: Complete and attach source information 3. Create a transmittal page letting us know who to contact 4. Create packet and submit to HECC.AB@HECC.Oregon.Gov 5. CCWD will acknowledge receipt
CCWD	1. CCWD receives packet and begins to review 2. During the review, CCWD will ask the college to clarify any concerns 3. Phase One Rubric will be sent to college for more information or to notify that the program will be going to the HECC for notification
Commission Notification	1. The Commission is notified of the proposed new program 2. The 90-day waiting period begins on the day after the Commission meeting in which notification is provided
CCWD	1. CCWD provides college with notification letter 2. CCWD provides college with 90-day calendar invite
90 Day Waiting	1. This period allows parties across the region and state to learn of programs under consideration and explore collaborative opportunities. The waiting period is intended particularly to enable Oregon's higher education institutions and community partners to consider ways to improve access to all students – particularly with a lens on improving attention to equity. Finally, it offers colleges time to discuss and resolve any concerns across institutions. Such collaboration serves employers more effectively, reduces costs to students, and leads to more innovative academic programming

Phase Two: Notice of Application (NOA)

Notice of Application (Program Proposal)

Supporting Documents:

1. [Phase Two Notice of Application Rubric](#)
2. [Worksheets for Projected Revenue and Expenditures](#)
3. [External Reviewer Team](#)

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described in supporting documents.

Who	Process
College: Complete Notice of Application Packet	1. Copies of collaborative exchanges including e-mails, documents, presentations, texts, and transcriptions with external partners 2. Copies of collaborative exchanges including e-mails, documents, presentations, texts, and transcriptions with post-secondary institutions 3. Updated Statement of Need (if updated) 4. Using Phase Two Statement of Need Rubric: Complete the Criteria and attach 5. Using Worksheets for Projected Revenue and Expenditures: Complete and attach 6. Using External Reviewer Team: Complete and attach 7. Create packet and submit in NOA section of Webforms 8. Notify CCWD that the program has been submitted using HECC.AB@HECC.Oregon.Gov 9. CCWD will acknowledge receipt
CCWD	1. CCWD receives packet and begins to review 2. During the review, CCWD will ask the college to clarify any concerns 3. Phase Two Rubric will be sent to college for more information or to notify that the program will be going to the HECC for notification
Commission Notification	1. The Commission is notified of the proposed new program
CCWD	1. CCWD provides college with notification letter 2. CCWD marks the proposed NOA as “reviewed” in Webforms

Phase Three: Program Application

Enter and Submit in Webforms

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described in supporting documents

Who	Process
College: Complete Program Application in Webforms	1. Ensure Phase One Statement of Need, Details to Calculate Supply Demand Gap, Phase Two Notice of Application, External Reviewer Team, and Worksheets for Projected Revenue and Expenditures are attached to the program application in Webforms 2. Give a high-level overview of each standard in the HECC 5 Standards section 3. Submit the program application in Webforms 4. Notify CCWD that the program has been submitted using HECC.AB@HECC.Oregon.Gov 5. CCWD will acknowledge receipt
CCWD	1. Once all required information is received, CCWD has six weeks to review 2. During the review, CCWD will ask the college to clarify any concerns 3. After the review is completed, CCWD will send a recommendation to the Commission
Commission Action	1. The Commission reviews for approval
CCWD	1. CCWD provides college with approval letter 2. CCWD marks the proposed program as “approved” in Webforms

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 Degree (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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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

1. Only one award may be submitted per application
2. Notice of Application Online Submission
3. All fields filled in the online notice
4. Attached Occupational Profile Report
5. Attached Supplemental Occupational Profile Report (If Occupational Profile Report is not 100%complete)

6. Promising Practices
7. 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 of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates AAS through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out application 2. Submits application for approval
HECC-CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

Associate of Applied Science Option (AASO)

Intent

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

Oregon Administrative Rules (OAR)

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

“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.

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

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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

12. The base AAS degree program title (i.e., Business Management: Finance)
13. Electives may vary according to the degree program and workforce needs

Submission Requirements

1. Notice of Application Online Submission with fields completely filled
2. Occupational Profile Report
 - a. Attach
3. Supplemental Occupational Profile Report (If Occupational Profile Report does not provide adequate detail)
 - a. Attach
4. Promising Practices
 - a. 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](#)"
3. Promising Practices
 - a. Attach meeting minutes that approve the program
 - b. Attach any information that will tell CCWD about this program

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates AASO through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits program application for approval
HECC-CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

Career Pathway Certificate of Completion Approval Process

Intent

See OAR 589-006-0050 (15) below.

Oregon Administrative Rules (OAR)

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

"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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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.)

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
4. 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 filled out and submitted
2. Occupational Profile Report
3. Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete)
4. Employer Advisory Committee list
5. Promising Practices
 - a. Attach any information that will tell CCWD about this program

Program Application Online Submission

1. Program Application filled out and submitted
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 of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates Career Pathway Certificate of Completion through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits program application for approval
HECC-CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

Certificate of Completion

Intent

See OAR 589-006-0050 (18) below.

Oregon Administrative Rules (OAR)

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

"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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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)
CC0	(31-44)	CC0R	(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
2. All fields filled in the online notice
3. Independent Certificate: Occupational Profile Report – Attached
4. Independent Certificate: Supplemental Occupational Profile Report (If Occupational Profile Report is not 100% complete) – Attached
5. All fields filled in the online application
6. HECC Program Approval Standards
 - a. Independent Certificates complete: See “HECC Program Approval Standards” for guiding questions and program elements
 - b. 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
7. Promising Practices
 - a. Attach meeting minutes that approve the program
 - b. Attach any information that will tell CCWD about this program
 - c. Attach employer advisory board
 - d. Attach occupational profile report
 - e. Related Certificates: Complete HECC Program Approval Standards

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates Certificate of Completion through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits application for program approval
HECC-CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

Noncredit Training Certificates (NCTC)

Intent

See OAR 589-006-0050 (18) below.

Oregon Administrative Rule (OAR)

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

"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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs.

Overview

[In 2015, ORS 341.465](#) was amended to allow community colleges to develop and issue noncredit training certificates (NCTC). 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 in a wide variety of industries. 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 at least one (1) 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. Certificate must include at least one (1) outcome

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

Submission Requirements

1. Program Application Online Submission (A NCTC does not require the notice of application to be filled out. The college may skip directly to the program application screen.)
2. All fields filled in the online application
3. Promising Practices
 - a. Attach meeting minutes that approve the program
 - b. Attach any information that will tell CCWD about this program
 - c. Complete HECC Program Approval Standards

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates and fills out program application 2. Submits program application for approval
HECC-CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical

learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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.

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
4. 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
 - ii. 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.
 - d. Student Assessment
 - i. 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
 - e. Personal Development Competencies
 - i. A personal development plan for each student that relates the student's assessment to the proficiencies needed for success in the chosen field
 - f. Prior Learning
 - i. If applicable, a plan for obtaining credit for prior learning

- g. 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
- h. Cooperative Work Experience
 - i. 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
- i. Case Management and Success Monitoring
 - i. 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
 - a. These are not required for EST certificates. In the fields, write EST Certificate
6. Promising Practices
 - a. Attach meeting minutes that approve the college’s intent to offer the individualized EST certificates
 - b. Attach any information that will tell CCWD about this program

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates Employment Skills Training Certificate through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits program application for approval
HECC - CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

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 \(17\)](#)

"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 \(20\)](#)

"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion.

[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 \(46\)](#)

"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education 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 Course and Program Approval Requirements

[OAR 589-006-0300](#)

Approval of Career and Technical Education Courses, Certificate of Completion, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree 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

Criteria	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. CWE: The Occupational Skills Training Certificate is exempt from following the credit hour limitations since this certificate contains 50% or greater time in the workplace
5. All a community college's state-approved collegiate level credit courses are eligible to be included in the programs for the individual student plan
6. An OST program will not be used to circumvent local college and state program approval processes
7. Students entering an OST program could be full time or part time
8. Each plan is developed based upon the assessed goals, needs, interests, abilities, and aptitudes of each student
9. 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
10. 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
11. 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
 - b. Student Assessment
 - c. Program of Study describing skills and knowledge needed to enter employment
12. 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
13. 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

3. Promising Practices

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

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above.

Who	Process
College	1. Creates Occupational Skills Training Certificate through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits program application for approval
HECC - CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

Business and Industry Degrees and Certificates

Intent

See OAR below.

Oregon Administrative Rules (OAR)

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

"Business and Industry Based program" is 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.

Overview

Business and Industry based programs are privately contracted training that is developed for a company, organizations or small group or like companies and organizations. The enrollment to these programs is closed and only available to the employees of the company or clients of the organization. A college is not allowed to advertise the programs to the public.

Business and Industry Awards

Independent	Credit Range	Related	Credit Range
BCC	(12-30)	BCR	(12-30)
BCC0	(31-44)	BC0R	(31-44)
BCC1	(45-60)	BC1R	(45-60)
BCC2	(61-108)	BC2R	(61-108)
BAAS	(90-108)		

Requirements

Must follow the requirements for standard degrees and certificates. Standard Degree and Certificates are considered the awards: AAS, CC, CC0, CC1, CC2, CCR, CC0R, CC1R, and CC2R.

Submission Requirements

1. Notice of Application Online Submission
 - a. Follow the instructions for the Standard Degree and Award that corresponds with the B&I award
2. Program Application Online Submission
 - a. All fields filled in the online application
3. HECC Program Approval Standards completed
 - a. Follow the instructions for the Standard Degree and Award that corresponds with the B&I award

Visual of Roles and Responsibilities

This is a visual aide. It does not replace the full details described above

Who	Process
College	1. Creates B&I Degree or Certificate through college process 2. Assembles submission requirements for Webforms 3. Submits all required items to HECC-CCWD via Webforms through Notice of Application
HECC-CCWD	1. Reviews Notice of Application 2. Ensures all required information is present 3. If all required information is present, sends back program as reviewed
College	1. Creates and fills out program application 2. Submits program application for approval
HECC - CCWD	1. Reviews document for required documentation, compliance, and accuracy 2. Asks college for additional information if needed 3. Approves degree in Webforms 4. Sends college approval letter

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 \(54\)](#)

"Statewide or regional consortium program" means a certificate of completion, an associate of applied science degree, an associate of science degree, a bachelor of applied science degree, or a bachelor of Science: Nursing degree 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

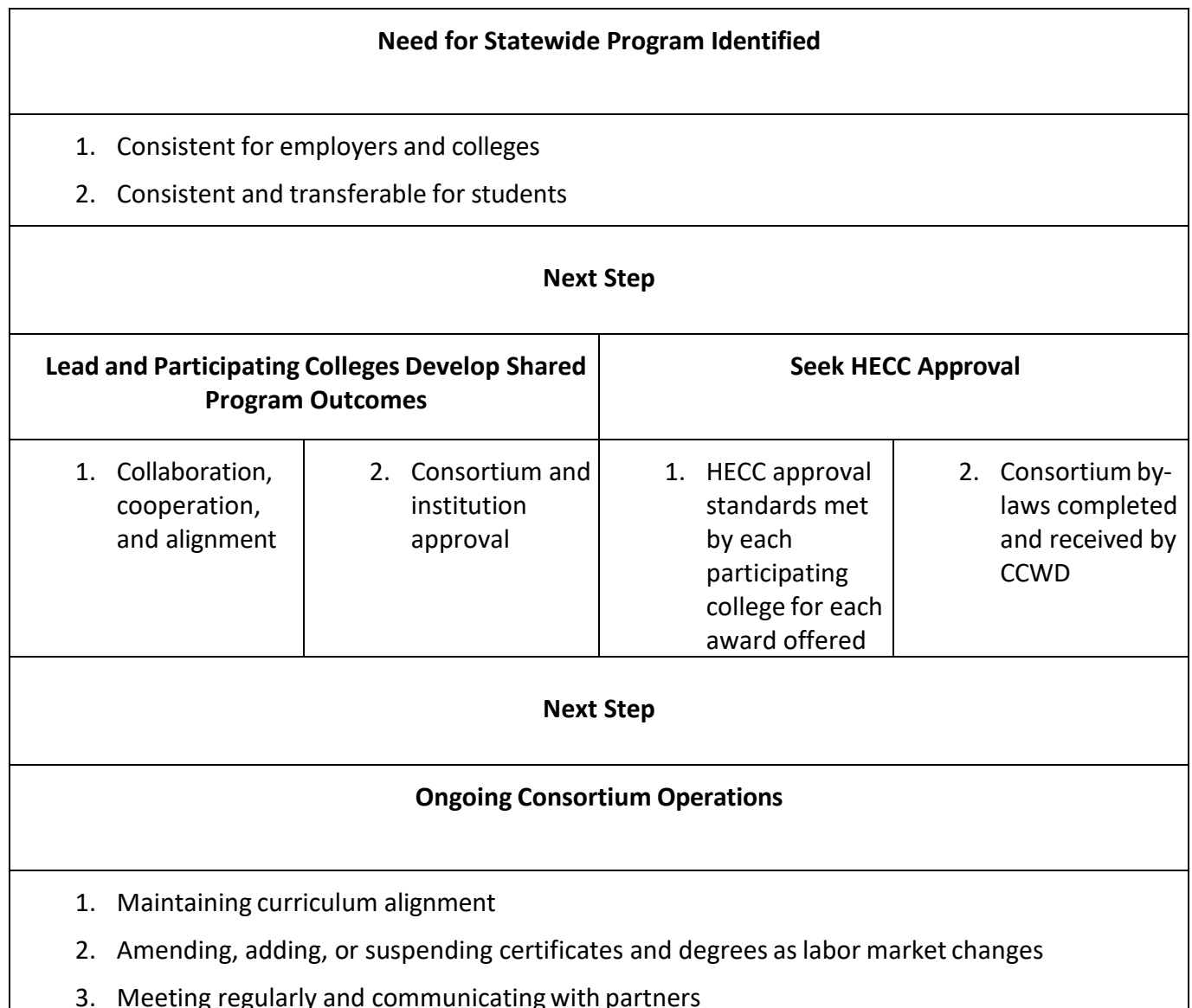
Awards that are overseen by a statewide consortium and approved by HECC. A statewide program must be designated with the letter "S" for "statewide" (for example, SAAS).

Statewide Awards

Independent	Credit Range	Related	Credit Range
SCC	(12-30)	SCR	(12-30)
SCC0	(31-44)	SC0R	(31-44)
SCC1	(45-60)	SC1R	(45-60)
SCC2	(61-108)	SC2R	(61-108)
SAAS	(90-108)	SCPC	(12-44)

Phases of Statewide Program Approval

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



Next Step
Consortium disbands
1. Need for the statewide program(s) no longer exists 2. All participating colleges submit suspension paperwork to HECC

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 Included in Following Pages

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
 2. 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
 2. 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.

Name Of Consortium

--

Consortium By-Laws

1. Roles, Responsibilities, and Communication	
Describe role(s) and responsibilities within the consortium to accomplish the following: a. Monitoring statewide programs b. Ongoing review of member colleges' consortium related programs c. Marketing and promoting certificate(s)/degree(s) to industry, students and others	
Describe roles and responsibilities within the consortium for establishing and maintaining partnerships to develop, operate, evaluate, manage, and improve the statewide program: a. Employers b. Workforce partners c. Applicable professional associations d. Licensing organizations e. Regulatory agencies f. CCWD g. CTE Deans Other key stakeholders	

1. Roles, Responsibilities, and Communication	
Describe your consortium's communication procedures, including: 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; Record-keeping and reporting;	
By-law review schedule: How often will the consortium review and update by-laws	
Describe additional agreements and other topics necessary to accomplish the requirements related to communication and collaboration	
2. Lead Community College(s)	
Each statewide program must be represented by at least one lead community college.	
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;	
Describe any additional responsibilities of the lead college related to the consortium;	
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.)	
Describe additional agreements and other topics necessary to accomplish the requirements	

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?	

Describe documentation storage and record-keeping A. Defined location for document storage that is clear and accessible to members B. What items should be stored and for how long? 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	
What is the responsibility of members? A. Financial a. Travel expenses b. Shared funding expenses (e.g., grants) c. Other expenses B. Assurance of by-law approval from each college's CTE Dean and/or Vice President of Instruction/Chief Academic Officer C. Ongoing communication with colleges' curriculum office	
Describe and define other topics necessary to accomplish the requirements related to the roles and responsibilities of the consortium.	

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

5. Program Approval (Collaboration with CCWD and Key Partners) 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.	
Describe the collaborative process between the consortium and CCWD for program approval	
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	
Describe other topics necessary to accomplish the requirements related to program approval.	
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: a. credit amount b. title c. learning outcomes	
Describe the process for how the consortium will approve the following types of amendments for programs: a. core courses b. additional courses c. title d. award e. CIP Code	
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: 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.

Template

This template was created to ensure that all information required by the state is captured.

Consortium Notice

1. Notice to Create: A new consortium is being created.
2. 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:

1. New: A new program that the Consortium wishes to offer.
2. Title Change: A current program that is being updated with a new name.
3. 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
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

This template was created to ensure that all information required by the state is captured.

Consortium Notice

1. 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

1. Attach relevant communications (examples below):
 - a. Meeting minutes
 - b. 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
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

This template was created to ensure that all information required by the state is captured.

College Notice

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

- 1. Notice to Join: College wishes to join a consortium
- 2. 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
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
Signature

Requesting College CAO/VPI or Equivalent Printed Name

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

1. 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.

Consortium Approved Programs to Suspend

1. 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	Award	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

- a. 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)
- b. The process by which community colleges leave the consortium
 - i. Notification to CCWD
- c. Other topics necessary to accomplish the requirements related to opting out of the consortium
- d. 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)**

- i. Attach relevant communications (examples below):

1. Meeting minutes
2. 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 Award Code	Award	Details
+	+	BAS	Description Bachelor of Applied Science Degree 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. Notes Not applicable currently. Minimum credits: See BAS section Maximum credits: See BAS Section 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
=	=	BSN	Description Bachelor of Science: Nursing OAR Description “Bachelor of Science: Nursing degree” means a post-licensure degree program in which individuals who have already received an associate degree in nursing receive a bachelor’s degree in nursing. Notes Not applicable currently. Minimum credits: See BSN section Maximum credits: See BSN section 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

D4A Code	CIP 7 Award Code	Award	Details
I	I	AAS	Description Associate of Applied Science Degree 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. Notes If this is a Registered apprenticeship, the 7th CIP code must be "N". Minimum credits: 90 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
I	I	AASO	Description Associate of Applied Science Degree Option 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. Notes If this is a Registered apprenticeship, the 7th CIP code must be "N". Minimum credits: 90 Maximum credits: 108 Fully contained within a base AAS or AASO? 70% contained in base AAS Labor Market Information required for approval: No NOA Required: Yes CCWD Approval: Yes Commission Approval: No
I	I	BAAS	Description Business and Industry-Based Associate of Applied Science Degree 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. Notes Not a registered apprenticeship certificate. Minimum credits: 90 Maximum credits: 108 Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: Yes CCWD Approval: Yes Commission Approval: No

D4A Code	CIP 7 Award Code	Award	Details
L	L	BCC	Description Business and Industry-Based Certificate of Completion 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. Notes Not a registered apprenticeship certificate. Minimum credits: 12 Maximum credits: 30 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
J	J	BCC1	Description Business and Industry-Based Certificate of Completion 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. Notes Not a registered apprenticeship certificate. Minimum credits: 45 Maximum credits: 60 Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes

D4A Code	CIP 7 Award Code	Award	Details
L	L	BCCO	Description Business and Industry-Based Certificate of Completion 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. Notes Not a registered apprenticeship certificate. Minimum credits: 31 Maximum credits: 35 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
J	J	BCCO	Description Business and Industry-Based Certificate of Completion 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. Notes Not a registered apprenticeship certificate. Minimum credits: 36 Maximum credits: 44 Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: Yes CCWD Approval: Yes Commission Approval: Yes

D4A Code	CIP 7 Award Code	Award	Details
>	>	BCC2	Description Business and Industry-Based Certificate of Completion 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. Notes Not a registered apprenticeship certificate. Minimum credits: 61 Maximum credits: 108 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
J	J	BCC1R	Description Business and Industry-Based Education Certificate of Completion, Related to a BAAS 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. Notes Not a registered apprenticeship certificate. Minimum credits: 45 Maximum credits: 60 Fully contained within a base AAS or AASO? Yes Labor Market Information required for approval: No

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: Yes CCWD Approval: Yes Commission Approval: No

D4A Code	CIP 7 Award Code	Award	Details
L	L	BCOR	Description Business and Industry-Based Education Certificate of Completion, related to a BAAS. 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. Notes Not a registered apprenticeship certificate. Minimum credits: 31 Maximum credits: 35 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	BCOR	Description Business and Industry-Based Education Certificate of Completion, related to a BAAS. 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. Notes Not a registered apprenticeship certificate. Minimum credits: 36 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	BCR	Description Business and Industry-Based Education Certificate of Completion, related to a BAAS. 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. Notes Not a registered apprenticeship certificate. Minimum credits: 12 Maximum credits: 30 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

D4A Code	CIP 7 Award Code	Award	Details
>	>	BC2R	Description Business and Industry-Based Education Certificate of Completion, related to a BAAS. 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. Notes Not a registered apprenticeship certificate. Minimum credits: 61 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
Z	Z	CPCC	Description Career Pathway Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	CC	Description Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 30 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	CCO	Description Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 31 Maximum credits: 35 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	CCO	Description Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 36 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	CC1	Description Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 45 Maximum credits: 60 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

D4A Code	CIP 7 Award Code	Award	Details
>	>	CC2	Description Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 61 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	CCOR	Description Certificate of Completion, related to an AAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 31 Maximum credits: 35 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	CCOR	Description Certificate of Completion, related to an AAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 36 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	CC1R	Description Certificate of Completion, related to an AAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 45 Maximum credits: 60 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

D4A Code	CIP 7 Award Code	Award	Details
>	>	CC2R	Description Certificate of Completion, related to an AAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 61 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	CCR	Description Certificate of Completion, related to an AAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 30 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
#	#	NCTC	Description Noncredit Training Certificate 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. Notes *These are hours. There are no credits associated with a NCTC award. Minimum hours: 18 Maximum hours: 210 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

D4A Code	CIP 7 Award Code	Award	Details
I	I	SAAS	Description Statewide Associate of Applied Science Degree 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. Notes If this is a Registered apprenticeship, the 7th CIP code must be "N". Minimum credits: 90 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
Z*	O	SCPC	Description Statewide Career Pathway Certificate of Completion 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. Notes *If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	SCC	Description Statewide Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 30 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	SCC0	Description Statewide Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 31 Maximum credits: 35 Fully contained within a base AAS or AASO? No Labor Market Information required for approval: Yes Required: Yes CCWD Approval: Yes Commission Approval: Yes

D4A Code	CIP 7 Award Code	Award	Details
J	J	SCCO	Description Statewide Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 36 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	SCC1	Description Statewide Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 45 Maximum credits: 60 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

D4A Code	CIP 7 Award Code	Award	Details
>	>	SCC2	Description Statewide Certificate of Completion 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 61 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	SC1R	Description Statewide Certificate of Completion, Related to a SAAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 45 Maximum credits: 60 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	SCOR	Description Statewide Certificate of Completion, Related to a SAAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 31 Maximum credits: 35 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

D4A Code	CIP 7 Award Code	Award	Details
J	J	SCOR	Description Statewide Certificate of Completion, Related to a SAAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 36 Maximum credits: 44 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

D4A Code	CIP 7 Award Code	Award	Details
>	>	SC2R	Description Statewide Certificate of Completion, Related to a SAAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 61 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
L	L	SCR	Description Statewide Certificate of Completion, Related to a SAAS 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. Notes If this is a Registered Apprenticeship, the 7th CIP code must be "O". Minimum credits: 12 Maximum credits: 30 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

D4A Code	CIP 7 Award Code	Award	Details
X	X	CEST	Description Certificate of Completion - Employment Skills Training 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. Notes Not a registered apprenticeship certificate Minimum credits: 12 Maximum credits: 44 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
@	@	OST	Description Occupational Skills Training Certificate of Completion 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. Notes Not a registered apprenticeship certificate Minimum credits: 36 Maximum credits: 65 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

D4A Code	CIP 7 Award Code	Award	Details
K	K	NFA	Description No Formal Award (PT approved programs) OAR Description Programs that do not result in any type of formal award. Notes <i>None</i> Minimum credits: <i>n/a</i> Maximum credits: <i>n/a</i> 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
B, *&	B, *&	AAOT	Description Associate of Arts Oregon Transfer: AAOT in Elementary Education uses 7th CIP and D4A code of "&". 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. Notes *Or optimal transfer point Minimum credits: 90 Maximum credits: 100* 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

D4A Code	CIP 7 Award Code	Award	Details
&	&	AAT	Description Associate of Arts Transfer Degree: AAT in English Literature 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. 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. Notes 1. *Or optimal transfer point 2. CIP Code: 23.0101 3. CIP 7 (OCCURS): & 4. Professional Learning Outcomes (PLOs) 5. Demonstrate understanding of literary works in context, including the ways texts engage notions of genre, culture, history, class, race, gender, and sexuality. 6. Use a variety of written, verbal, and multimodal forms to respond to and analyze literary texts and contexts. https://www.oregon.gov/highered/about/transfer/Documents/Transfer-Resources/Transfer%20MOUs/English%20MOU%204.28.22.pdf Minimum credits: 90 Maximum credits: 100* Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: No CCWD Approval: No Commission Approval: No

D4A Code	CIP 7 Award Code	Award	Details
C	C	AGS	Description Associate of General Studies 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. Notes <i>None</i> Minimum credits: 90 Maximum credits: 108 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
D	D	AS	Description Associate of Science (LDC Program only) 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. Notes <i>None</i> Minimum credits: 90 Maximum credits: 108 Fully contained within a base AAS or AASO? No Labor Market Information required for approval: No

D4A Code	CIP 7 Award Code	Award	Details
			NOA Required: No CCWD Approval: No Commission Approval: No

D4A Code	CIP 7 Award Code	Award	Details
M	M	ASOT	Description Associate of Science Oregon Transfer OAR Description "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. 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. Notes <i>None</i> Minimum credits: 90 Maximum credits: 108 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

D4A Code	CIP 7 Award Code	Award	Details
^	^	AST	Description Associate of Science Transfer OAR Description “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 is approved by the Commission and will be published on the HECC website. Notes *Or optimal transfer point Minimum credits: 90 Maximum credits: 100* 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

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 “optimal transfer point” that is less than 90 credits. 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.

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](#).

A Major Transfer Map Curriculum and Articulation Policy (MTM CAP) is defined in OAR 715-025-0005 (5) and is indented for students transferring from an Oregon community college to an Oregon university who know which major/bachelor’s degree program they want to pursue, but not which Oregon Public University they want to transfer to. The successful completion of Major Transfer Map 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 statewide MTM CAPs will use one of the following formats. The selected format will be specified in each approved MTM program:

1. An Associate of Science Transfer degree in [MAJOR]
2. An Associate of Arts Transfer degree in [MAJOR]
3. An Associate of Arts Oregon Transfer degree in [MAJOR]
4. An Associate of Science Oregon Transfer degree in [MAJOR]

*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]’.

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.

1. 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 the lower-division major, general education, or degree requirements that each public university in Oregon may have.

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 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 any university’s bachelor’s degree requirements.

A Major Transfer Map is an associates degree*, 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](#). Learn more: Oregon [Major Transfer Maps \(MTM\)](#)

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

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 = &

Coming Soon

Statewide Articulation Agreement, Major Transfer Map in Human Development and Family Services

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 Human Development and Family Services.

Use CIP: TBD ADD, CIP 7 = &

Statewide Articulation Agreement, Major Transfer Map in Human Development and Family Services

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 Human Development and Family Services.

Use CIP: TBD ADD, CIP 7 = ^

Associate of Arts Oregon Transfer (AAOT)

Intent

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

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

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.

All colleges are pre-approved to offer this degree.

General Guidelines

1. A student must complete a total of 90 quarter credits to be awarded the AAOT
2. All courses must 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
3. 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
4. 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
5. 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
6. 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.
7. 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.

Foundational Requirements

The "Foundational Requirements" represent minimal skill competencies. 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).

1. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area
2. Writing: Students taking writing classes of three credits each must take WR 121Z, 122Z, and either WR 123 or 227Z. Students taking writing classes of 4 credits each must take WR 121 and either WR 122Z or 227Z. A student must have eight credits of Writing
3. Writing: Courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the courses that are sufficient for meeting this requirement must, provide all the content recommended by [the Oregon Writing and English Advisory Committee \(OWEAC\)](#), including a research component
 - a. 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
4. Information Literacy will be included in the Writing Requirement
5. Oral Communication: One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication
6. Mathematics: One course in college-level mathematics designated by the college as meeting the statewide criteria for mathematics
7. Health/Wellness/Fitness: One or more courses totaling at least three credits
8. Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy
9. Arts and Letters: Three courses chosen from two or more disciplines
10. Social Sciences: Four courses chosen from two or more disciplines
11. 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
12. Science/Math/Computer Science: Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science
13. 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 outcome and criteria for Mathematics

Electives

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

Submission Requirements

The AAOT is not required to be entered into Webforms

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 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.

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

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.

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 WR121Z, WR122Z, and WR227Z. Students taking writing classes of four credits each must take WR121Z and either WR122Z or WR227Z.

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.

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.

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.

Electives

Depending on the student's selection, electives will comprise up to 13 credits to meet the requirements above. Students should see their advisor about the electives they should take.

Submission Requirements

The ASOT is not 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

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. However, after being admitted into the university, student transcripts will be reviewed and evaluated using GPA and course requirements before being admitted into the CS major.

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 \(6\)](#)

"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

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.

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.

Community colleges may not add graduation requirements at the local level for this degree. The total credits should not exceed the number required to meet these course requirements within the college's credit structure.

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 program

Foundational Requirements

Writing: Students taking writing courses of three credits each must take WR121Z, WR122Z, and WR227Z. Students taking writing classes of four credits each must take WR121Z and either WR122Z or WR227Z.

Information Literacy will be included in the writing requirement. Note: WR227Z will meet additional requirements at some CS baccalaureate programs

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

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.

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 251Z Differential Calculus and MTH 252Z Integral Calculus.

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.

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.

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

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

Note: 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.

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:

1. CS 160: Introduction to Computer Science
2. CS 161: Computer Science 1
3. CS 162: Computer Science 2
4. 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

Notes and Clarifications

1. The following notes are not intended to be part of the "Guidelines" but, rather, serve to clarify them for participating institutions.
2. Please see <https://www.oregon.gov/highered/about/transfer/Documents/Major-Transfer-Maps-Subcommittees/Technical%20Changes%20Subcommittee/4.0%20PSU%20Modification%20Requests-Updated.pdf>.
3. It is advised to work early with the receiving 4-year institution and determine what policy/practice is in place in calculating cumulative GPA upon 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. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area
6. Students may also be able to use ASOT- CS general education courses to meet certain lower- division requirements in their intended major. Admission to Computer Science or Professional school/program of any Oregon public university is not guaranteed upon completion of the 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 and the Computer Science school/program
7. Students should consult closely with a computer science advisor at both their community college and the 4-year transfer institution
8. 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
9. No student with a disability shall be denied the degree with respect to admissions 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
10. The student must request a disability-related course substitution through the designated Disability Services representative and provide appropriate documentation
11. 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
12. If the substitution would result in a substantial change in the course learning outcomes, the substitution will be denied
13. If the substitution does not result in a substantial change in the course learning outcomes it will be approved

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:

1. 90-108 quarter credits or equivalent proficiency
2. Recognizable core of general education courses
3. 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 are generally limited to 12 credits, unless otherwise specified in an articulation agreement. Students should check with the university they plan to attend. 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 coded 100 or above.

All colleges are pre-approved to offer this degree.

Oregon Administrative Rule (OAR)

[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.

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
 - c. Established standards of academic achievement (e.g., grade point average)

Electives

Any combination of Lower Division Collegiate (LDC) and/or courses numbered 100 or higher Career and Technical Education (CTE) transfer 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 \(30\)](#)

"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.

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 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.

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

Program Amendment, Suspension, and Deletion

Program Amendments

Intent

Provide parameters and processes for program amendment.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(27\)](#)

"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 \(47\)](#)

"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 \(55\)](#)

"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 \(56\)](#)

"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, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs

Overview

1. There are two types of process to ascertain if the program may amend;
 - a. 30% Curriculum Change Rule – All certificates and the Associate of Applied Science Degree
 - b. 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

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 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”

The “Maximum Allowed Credit Change” number must always round down.

Example: $92 \times .30 = 27.6$ credits. The number of credits in which the program can change is 27.6 and will need to be rounded down to the next whole number, 27.

Visual Explanation of 30% Change Rule

Step	Process
1	Approved Program contains 12 credits
2	$12 \text{ credits} \times 0.30 = 3.6$ Round down to 3. The proposed program amendment must not have credit changes that exceed 3 credits to stay within the 30% Rule.
3	Calculate credit changes.
4	If the credit change does not exceed 3 credits, then submit the amended degree or certificate.

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 tables below show the most common course changes seen in programs. The credit change can be calculated using Curriculum Change Graphic One and Curriculum Change Graphic Two.

What counts as a course change?

Title	Notes
Course deletion	1. Count the credit number of each course that is no longer part of the program. 2. Count the credit number of each course category deleted. 3. Count the credit number of change in a course.
Course addition	1. Count the credit number of each course that is added to the program. 2. Count the credit number of each course category added.
"OR" courses	1. If a course is changed out for a new course, count the number of credits added and the deleted course credit number. 2. If both courses are now required in the program, count the number of the credits of only one course.

What does not count as a course change?

Title	Notes
Course category	1. Adding courses to a course category
Course prefix or number	1. Changing a prefix to a course 2. Changing the course number; CCWD requests to be alerted to these upcoming changes
Course term move	1. Changing a course from one term to another
“OR” courses	1. Deleting an “OR” course without replacing it in the program

Using **Webforms Example One**, start counting your credit changes. To find this information highlight the program in Webforms separately and choose “compare”. When calculating the change, use the credit count of the program before the changes. In this example, the credit number is 12.

Step and Process

Title	Notes
30% Change Rule: Calculating how many credits will change.	1. $12 \times .30 = 3.6$ 2. Round down to 3 3. The program credit change must not be more than 3
Calculating credits	1. In programs highlight the program. Choose the blue “compare” button. This will give you a list of the courses and credits. See program example #1 2. Count all the credit number changes. In this example the number of credit change is 14 which is more than 3 3. Solution: Suspend the program using the suspension process Submit a new program using the NOA process
Questions	CCWD is available to provide assistance. If you have any inquiries, please ask, and we will assist you in the most effective manner while complying with ORS, OAR, and Policy

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				
TERM 1										TERM 1									
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											
HS161	Ethics for Human Services	40.0	4		HS101	Orientation to Human Services	30.0	3											
HS162	Effective Helping Skills I	40.0	4		HS161	Ethics for Human Services	40.0	4											
HS180	Addictions, HIV and other Infectious Diseases	20.0	2		HS162	Effective Helping Skills I	40.0	4											
HS200	Introduction to Addictions	30.0	3		HS180	Addictions, HIV and other Infectious Diseases	20.0	2											
HS201	Families and Addictions	30.0	3		HS200	Introduction to Addictions	30.0	3											
HS205	Youth and Addictions	30.0	3		HS201	Families and Addictions	30.0	3											
HS206	Group Counseling Skills for Human Services	40.0	4		HS205	Youth and Addictions	30.0	3											
HS208	Multicultural Issues in Human Services	40.0	4		HS206	Group Counseling Skills for Human Services	40.0	4											
HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4		HS208	Multicultural Issues in Human Services	40.0	4											
HS210	Co-Occurring Disorders	40.0	4		HS209	Introduction to Psychological Trauma: Theory and Practice	40.0	4											
HS224	Psychopharmacology	40.0	4		HS210	Co-Occurring Disorders	40.0	4											
HS260	Counseling Theories	40.0	4		HS224	Psychopharmacology	40.0	4											
HS262	Effective Helping Skills II	40.0	4		HS260	Counseling Theories	40.0	4											
HS263	Counseling the Chemically Dependent Client	30.0	3		HS262	Effective Helping Skills II	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											
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											
COMM218	Interpersonal Communication Or	30.0	3		COMM218	Interpersonal Communication	30.0	3											
					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.

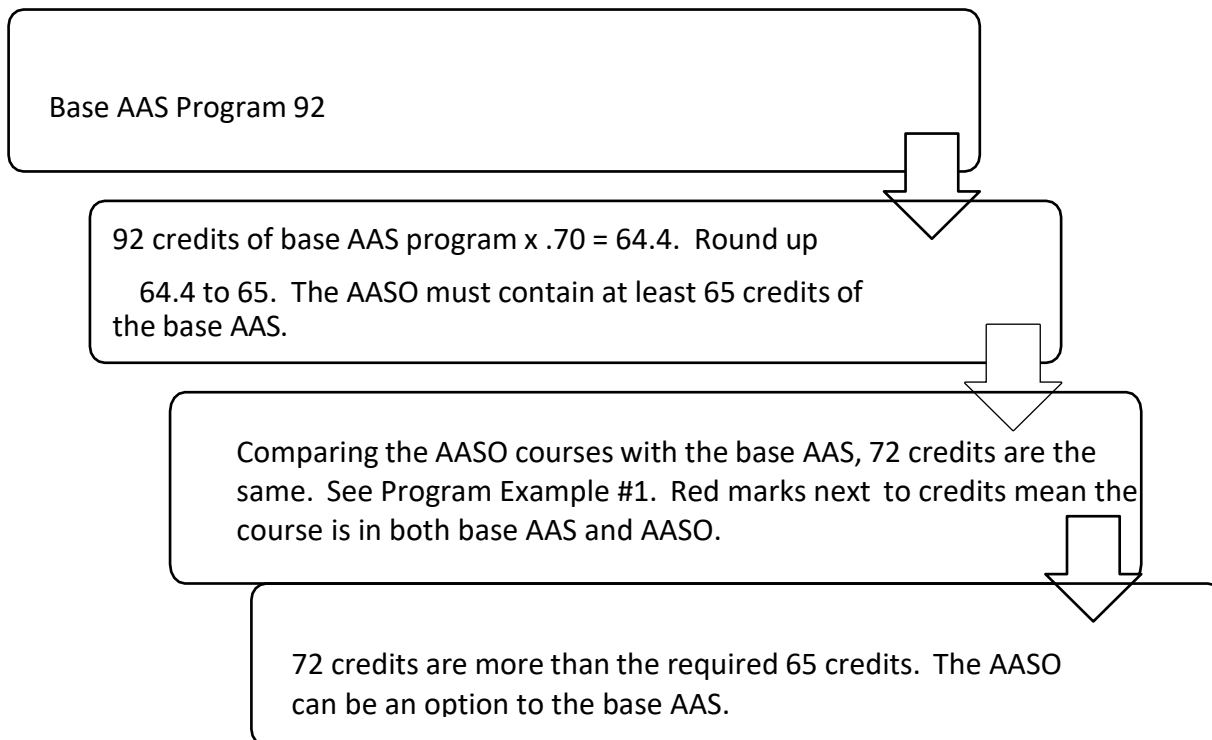
Method

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

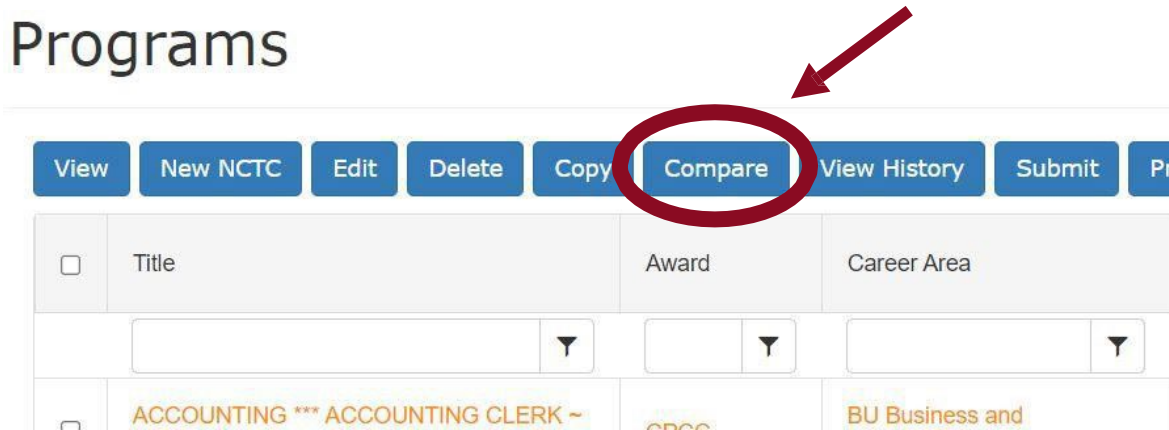
The below is a visualization for how to calculate the 70% base rule



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



☐	Title	Award	Career Area
☐	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

Base Rule Graphic Example 70%

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”

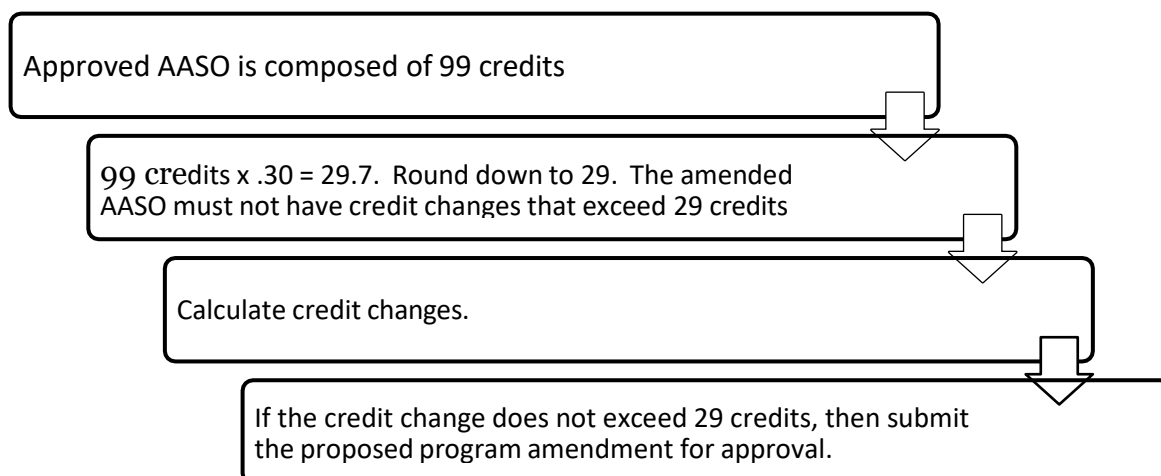
Since we do not use partial credits, the “Maximum Allowed Credit Change” number must always round down to the least whole number. Example: $99 \times .30 = 29.7$ credits. The number of credits in which the program can change is 29.7; however, we don’t calculate partial credits so this number will need 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

Title	Notes
Course deletion	1. Count the credit number of each course that is no longer part of the program 2. Count the credit number of each course category deleted 3. Count the credit number of change in a course
Course addition	1. Count the credit number of each course that is added to the program 2. Count the credit number of each course category added
“OR” courses	1. If a course is changed out for a new course, count the number of credits added and the deleted course credit number 2. If both courses are now required in the program, count the number of the credits of only one course

Graphic for What Does Not Count as a Course Change

Title	Notes
Course category	1. Adding courses to a course category
Course prefix or number	1. Changing a prefix to a course 2. Changing the course number. CCWD requests to be alerted to these upcoming changes
Course term move	1. Changing a course from one term to another
“OR” courses	1. Deleting an “OR” course without replacing it in the program

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”. When calculating the change, use the credit count of the program before the changes. In this example, the credit count is 99.

Graphic for Calculating the Credit Number: Example

Title	Notes
Number of credits that may change	1. $99 \times .70 = 29.7$ 2. Round down to 29 3. The program may not change more than 29 credits
Calculating credits	1. In programs highlight the AASO program. Choose the blue “compare” button. This will give you a list of the courses and credits. See program example #2 2. Count all the credit number changes. In this example the number of credits

Title	Notes
	is 45 which is more than 29 3. Solution: Suspend the program using the suspension process. Submit a new program using the NOA process
Questions	CCWD is available to provide assistance. If you have any inquiries, please ask, and we will assist you in the most effective manner while complying with ORS, OAR, and Policy.

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

Approved on: 12/2/2016

2/28/2017

Submitted on: 11/29/2016

Administrative Office Professional *** VIRTUAL OFFICE ASSISTANT

Award: AASO

CIP: 52.0401

CIP7: I

CIP8: A

Credits: 99.0

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
BT105	Business English 2	33	3
BT112	Proofreading/Editing	33	3
BT116	Office Procedures	33	3
BT128	Introduction to Records Management	22	2
BT186	Personal and Professional Development	33	3
BT210	Professional Communication Skills	44	4
CA118A	Microsoft Windows Basics	11	1
CA118B1	Excel Basics 1	11	1
CA118B2	Excel Basics 2	11	1
CA118B3	Excel Basics 3	11	1
CA118C1	Access Basics 1	11	1
CA118C2	Access Basics 2	11	1
CA118D	Internet for the Office Environment	11	1
CA118E	E-mail and Personal Information Manager Basics	11	1
CA122	Keyboard Skillbuilding	33	3
CA201D	Microsoft Word Processing 1	33	3
CA202D	Microsoft Word Processing 2	33	3
CA208	Workplace Presentations Using PowerPoint	33	3
CA213	Integrating Office Procedures	33	3
CIS101	Introduction to Microcomputer Applications Or	33	3
CA100	Beginning Computing	(33)	(3)
TERM 1 Total:			48

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
BT273	Virtual Office 2	44	4
CA119	Office Desktop Publishing 1	44	4
CA220	QuickBooks: Computerized Bookkeeping	33	3
CA225	Advanced Document Production	33	3
PSY104	Workplace Psychology	44	4
BA104	Business Applications Using Mathematics Or	44	4
MTH070	Elementary Algebra (or higher)	(44)	(4)

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
VAOGE0000	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

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

Who	Process
College	1. Complete 30% curriculum change rule or the 70% base and 30% curriculum rule review to ensure program meets required parameters 2. If program is within parameters, then edit program and submit to CCWD 3. If program is not within parameters, then college to make decision of whether to make curriculum changes and suspend program or teach as the program
HECC-CCWD	1. Review program to ensure that the program meets amendment parameters 2. If the program meets parameters, then CCWD specialist will approve 3. If the program does not meet parameters, then CCWD will reach out to College 4. No approval letters will be sent out for amended programs

Program Suspensions

Intent

Provide parameters and processes for program suspension.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(27\)](#)

"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 \(47\)](#)

"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 \(55\)](#)

"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 \(56\)](#)

"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, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs

[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
 - a. The program did not stay within parameters for an amendment
 - b. Student enrollment is declining
 - c. Financial resources not available
 - d. Inability to recruit qualified instructors

- e. Industry need has changed
- f. Other reasons
- g. Teaching out obligations
- h. 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
 - a. 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 for of Roles and Responsibilities

Who	Process
College	1. Complete suspension letter and suspension form(s) and submit 2. Complete suspension in Webforms and submit
HECC-CCWD	1. Review suspension letter and form(s) 2. If approved, college will receive a suspension acknowledgement letter 3. Program in Webforms will be marked as approved

Program Deletion

Intent

Provide parameters and processes for program suspension.

Oregon Administrative Rules (OAR)

[OAR 589-006-0050 \(27\)](#)

"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 \(47\)](#)

"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 \(55\)](#)

"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 \(56\)](#)

"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, Associate of Applied Science Degree, Bachelor of Applied Science Degree, and Bachelor of Science: Nursing Degree Programs

[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
 - a. Program has been suspended for three years
 - b. There are currently no enrolled students in the program
 - c. 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
 - a. 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: 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 of Roles and Responsibilities

Who	Process
College	1. Complete suspension letter and suspension form(s) and submit 2. Complete suspension in Webforms and submit
HECC-CCWD	1. Review immediate deletion letter and form(s) 2. If approved, college will receive a deletion acknowledgement letter 3. Program in Webforms will be deleted

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 [™]
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

Name	Definition
Academic Standard of Achievement	"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 (1)
Accelerated College Credit Programs	"Accelerated college credit programs" includes dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs. Each school district shall: 1. 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 2. 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. ORS 340.300
Adult Basic Skills (ABS)	Refers to pre-college instruction divisions in Oregon community colleges that provide noncredit course instruction and remediation in Adult Basic Education (ABE) (reading, writing, math), GED[®] test preparation, and English as a Second Language (ESL). Learn more: ABS Resources
Adult High School Diploma (AHSD)	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. Learn more: Adult High School Diploma
Advanced Placement (AP) ©	Copyrighted academic curriculum, materials, and examinations from The College Board. Learn more: Advanced Placement (AP)©

Name	Definition
Alliance for Quality Career Pathways (AQCP)	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. Learn more: Alliance for Quality Career Pathways
Applied Baccalaureate Degree	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 degree which indicates completion of a course of study approved by the community college board and the Commission or its designee. OAR 589-006-0050 (2)
Articulation	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.
Articulation Agreement	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.

Name	Definition
ASPIRE Program	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: 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 Learn more: ASPIRE program
Assessment Based Learning Credit	"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. OAR 715-017-0005 (1)(c)
Associate Degree	"Associate degree" is 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. OAR 589-006-0050 (3)
Associate of Applied Science (AAS) Degree	"Associate of Applied Science Degree (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 (4)

Name	Definition
Associate of Applied Science Degree Option	"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. OAR 589-006-0050 (5)
Associate of Arts Oregon Transfer (AAOT) Degree	"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 (6) 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.
Associate of Arts Transfer (AAT) Degree	"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 (7)
Associate of General Studies	"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 (8)

Name	Definition
Associate of Science	"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 (9)
Associate of Science Oregon Transfer (AAOT) Degree	"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 (6) 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.
Associate of Science Transfer Degree (AST)	"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 (10)

Name	Definition
Bachelor of Applied Science (BAS)	“Bachelor of Applied Science” is a state-approved applied 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 589-006-0050 (11)
Bachelor of Science: Nursing (BSN)	“Bachelor of Science: Nursing degree” means a post-licensure degree program in which individuals who have already received an associate degree in nursing receive a bachelor’s degree in nursing. OAR 589-006-0050 (12)
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	“Business and Industry Based program” is 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 (14)

Name	Definition
Career and Technical Education (CTE)	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. 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. Learn More: 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	"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 (16)
Career and Technical Education Oregon Skill Sets	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. Learn more: CTE Oregon Skills Sets

Name	Definition
Career and Technical Education Program	"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 (17)
Career and Technical Education Programs of Study (CTE POS)	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. 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: 1. Standards and Content 2. Alignment and Articulation 3. Accountability and Evaluation 4. Student Support Services 5. CTE Professional Development Each program of study must also meet the needs of students, business, and industry. Learn more: High Quality Programs of Study
Career and Technical Education STEM Network	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.

Name	Definition
Career Clusters®	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. Learn more: 1. Career Tech 2. Oregon Department of Education
Career Connected Learning	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. The CCL framework encompasses four key stages: 1. Career Awareness—learning ABOUT work 2. Career Exploration—learning FOR work 3. Career Preparation—learning THROUGH work 4. Career Training—learning AT work Learn more: 1. Career Awareness and Exploration 2. Career Preparation and Training (WBL)

Name	Definition
Career Information System (CIS)	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. 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. CIS was built to remove barriers so that Oregonians can create accurate and actionable career and education plans. Learn more: Oregon CIS
Career Ladder	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.
Career Pathways Certificate of Completion (CPCC)	"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 (15)

Career Pathways Initiative	Initially launched in 2004, Oregon’s Career Pathways Initiative has grown and is now an option at all of Oregon’s 17 community colleges. These programs connect Oregonians to student support services that enable them to secure a job or advance in a high-wage, high-demand industry. Career Pathways offer flexible educational and skills-building options for unemployed and underemployed workers, career changers, part-time students who need to work, and students who desire a short-term credential to jump-start their careers in an entry-level occupation. The Career Pathway Certificates of Completion are short-term education and training programs (less than one year). Career Pathways link education and training with student support or wraparound services to help students advance to higher levels of education and employment. They offer multiple entry and exit points that provide students with flexibility, and include "stackable credentials" such as industry-recognized credentials, occupational licensed credentials, and more, preparing students for additional credentials over time.
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Name	Definition
Career Pathways Systems	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. Learn more: Career Pathways Systems
Career Preparation and Training (WBL)	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. 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. Learn more: Career Preparation and Training (WBL)
Career Related Learning Experiences	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. 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. 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. 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. Learn more: 1. CTE – Creating an Internship Program: Resources and Examples 2. Community Asset Mapping 3. Student Leadership Organizations (SLO)
Name	Definition
Certificates of Completion	"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 (18)
CIP Code	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. 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. Learn more: National Center for Education Statistics (NCES)
Clock or Contact Hours	"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 589-006-0050 (19)

Name	Definition
Co-Enrollment & Concurrent Enrollment	The practice of attending more than one institution or educational program simultaneously.
College and Career Readiness	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. [Adopted by the Oregon Education Investment Board (OEIB). April 8, 2014]
College and Career Readiness Standards (CCRS)	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). Learn more: LINCS CCR Standards
Collegiate-Level Work	"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, Bachelor of Science: Nursing degree, associate degree or option, or certificate of completion. OAR 589-006-0050 (20)
Common Career and Technical Core (CCTC)	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. Learn more: Advance CTE
Community College	"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.

	OAR 589-001-0300 (6)(a)
Name	Definition
Community College Career and Technical Education Leaders (CC CTE Leaders)	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.
Community College District (District)	"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. OAR 589-001-0300 (7)
Competency Based Education (CBE)	"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.
Continuing Education Units (CEUs)	"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. OAR 589-006-0050 (23)
Cooperative Work Experience (CWE)	"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. OAR 589-007-0100 (17) 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.
Credential	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. Learn more: Association For Career & Technical Education (ACTE)
Name	Definition
Credit	"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	"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor degrees, or other Career and Technical Education programs. OAR 589-006-0050 (25)
Credit for Prior Learning (CPL)	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.
Credit for Proficiency	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).
Data for Analysis (D4A)	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). Learn more: Office of Research and Data

Name	Definition
Degree	"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: 1. Completion of a program of instruction at the college or university level; or 2. Demonstration of achievement or proficiency comparable to such completion; or 3. Recognition for nonacademic learning, public service, or any other reason of distinction comparable to such completion. OAR 589-006-0050 (26)
Degree Partnership Program	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.
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 (27)
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 (29)
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)

Name	Definition
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.

Name	Definition
Essential Skills	Oregon’s Essential Skills include: 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)	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. Oregon Revised Statute (ORS) Chapter 340 The Legislative Assembly declares that the purposes of Expanded Options is to: 1. Create a seamless education system for students enrolled in grades 11 and 12 to a. Have additional options to continue or complete their education b. Earn concurrent high school and college credits c. 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 Learn more: Expanded Options Program

Name	Definition
Full-Time Equivalent (FTE) Guidelines	A document that outlines guidance and policy about how FTE is counted, reported and awarded for the work colleges do. Learn more: FTE Guidelines
Full-Time Equivalent (FTE) Student	"Full-Time Equivalent (FTE) Student", for the purpose of receiving state reimbursement, represents one student who carries 510 clock hours over three terms of instruction. OAR 589-001-300(8)
Reimbursable Full-Time Equivalent (RFTE) Student	"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. OAR 589-001-0300
GED® test credential	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"). OAR 589-007-0400
General Education	"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 (30)

Name	Definition
Higher Education Coordinating Commission (HECC)	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. Learn more: Higher Education Coordinating Commission
Hobby Course	"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. OAR 589-006-0050 (31)
Industry Clusters	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: 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	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.

Name	Definition
Integrated Education and Training (IET)	The Workforce Innovation and Opportunity Act (WIOA) defines Integrated Education and Training (IET) as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.” Learn more: 1. IET Defined 2. WIOA, §463.35, §463.36, §463.37, §463.38
International Baccalaureate Programme®	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. Learn more: International Baccalaureate
Intersegmental	"Intersegmental" means across segments of education. See "Segment of education." OAR 589-006-0050 (32)
Laboratory (Lab)	"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	"Lecture" means an instructional setting in which the instructor presents academic subject information. OAR 589-006-0050 (34)
Lecture or Laboratory (Lecture or Lab)	“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. OAR 589-006-0050 (35)

Name	Definition
Less Than One Year Certificate (LTOY)	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.
Local Community College Program Approval	"Local community college program approval" means 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. OAR 589-006-0050 (36)
Lower Division Collegiate (LDC)	"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 (37)
Modularized/ "Chunked" Curriculum	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.
National Career Pathways Network (NCPN)	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. Learn more: National Career Pathways Network
National Career Readiness Certificate (NCRC)	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. Learn more: National Career Readiness Certificate
National Council for Workforce Education (NCWE)	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. Learn more: https://nwboard.org/ National Council for Workforce Education

Name	Definition
New Location of an Approved Program	“New location of an approved program” means 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 located in Oregon. OAR 589-006-0050 (38)
New Program	“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 (39)
Noncredit Course	“Non-credit course” means 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. OAR 589-006-0050 (40)
Noncredit Training Certificate (NCTC)	“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 (41)
Occupational Preparatory Program	“Occupational preparatory program” means a state-approved Career and Technical Education program that 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. OAR 589-006-0050 (42)
Occupational Skills Training Certificate (OST)	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
Occupational Supplementary Program	“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 (43)

Name	Definition
Oregon Adult College and Career Readiness Standards (OACCRS)	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. Learn more: OACCRS
Oregon Community College Unified Reporting System (OCCURS)	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.
Oregon Pathways Alliance	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.
Oregon Skill Sets	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: 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®. Learn more: Career and Technical Education Skill Sets

Name	Definition
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. Learn more: Oregon Transfer Module (OTM)
Oregon's 40-40-20 Goal	The Goal: By 2025, 40 percent of young adult Oregonians will complete a four-year degree or more, 40 percent will complete a two-year degree or short-term career certificate, and the remaining 20 percent will earn a high school diploma or equivalent. The 40-40-20 goal applies to young Oregonians rising through the education system. In 2011, the State of Oregon enacted legislation (Oregon Revised Statute 350.014) that created this aspirational goal for Oregon’s educational achievement. With legislation passed in 2017 and effective in January 2018, Oregon clarified the goal to focus it strategically on young Oregonians. Learn more: Educational Attainments
Other Education Courses	"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), 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. 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. OAR 589-006-0050 (45)
Perkins Performance Measures	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.

Name	Definition
Perkins V	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. 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. Learn more: 1. Perkins Collaborative Resource Network 2. Oregon CTE State Plan
Point of Contact (POC)	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.
Program	"Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or career and technical learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or Career and Technical Education certificate that represents a shorter period of activity but has value as a public credential. OAR 589-006-0050 (46)
Program Amendment	"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	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 (48)

Name	Definition
QualityInfo	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. Learn more: QualityInfo
Recognition Award	"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 (49)
Recreational Course	"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. OAR 589-006-0050 (50)
Registered Apprenticeship	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: Industry and individual employers design and control apprenticeship programs, and pay apprentices' wages 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 Registered apprenticeships adhere to rigorous program standards. Learn more: Oregon Registered Apprenticeship
Reimbursable Full-Time Equivalent Student (RFTE)	"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. OAR 589-001-300 (9)

Name	Definition
Related Instruction	"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 (51)
Science, Technology, Engineering, and Math (STEM)	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. Learn more: Oregon Department of Education – STEM
Segment of Education	Refers to any one of the following: 1. Oregon community colleges, community college districts, or service districts, together with every other postsecondary program or location ultimately sponsored by the Commission 2. Oregon institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the Commission 3. 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 4. 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 5. Private non-degree career schools offering instruction in Oregon and licensed under ORS 345, together with every postsecondary program or location they sponsor OAR 589-006-0050 (52)
Name	Definition

Sponsored Dual Credit	“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)
Stand-Alone Occupational Preparatory Courses	“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 (53)
State School Fund	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).
State-Approved Program	"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)
Temporary Assistance for Needy Families (TANF)	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. Learn more: TANF
Upper Division Courses	“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 589-006-0050 (57)

Name	Definition
Workforce Innovation Opportunity Act (WIOA)	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. Learn more: WIOA DOL Website
WorkSource Oregon Centers	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: 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 Learn more: WorkSource Oregon
Wrap-Around Services	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.

Resources

Please refer to this alphabetical list of links for use with a printed version of this policy book.

Resource Name	Resources Link
2019 FTE Guidelines	https://www.oregon.gov/highered/about/community-colleges-workforce-development/SiteAssets/Pages/community-college-program-approval/FTE%20Guidelines%20Spring%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
Adult High School Diploma	www.oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills
Advance CTE	https://careertech.org/
Advanced Placement	http://apcentral.collegeboard.com/home
Alliance or Quality Career Pathways	https://www.clasp.org/alliance-quality-career-pathways
Applied Baccalaureate	https://www.oregon.gov/highered/about/community-colleges-workforce-development/pages/applied-ba.aspx
ASPIRE Program	https://www.oregonstudentaid.gov/aspire/
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

Resource Name	Resources Link
Common course numbering	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-common-course-numbering.aspx
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/
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/learning-options/acceleratedlearning/pages/expanded-options-program.aspx

Resource Name	Resources Link
FTE Guidelines	https://www.oregon.gov/highered/about/community-colleges-workforce-development/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 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 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
IPEDS System	http://nces.ed.gov/ipeds
LINCS CCR Standards	https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Resource Name	Resources Link
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?v=56
National Classification of Instructional Programs (CIP)	https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=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
Occupational Employment Statistics (OES)	http://www.bls.gov/oes/
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?v=56

Resource Name	Resources Link
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

Resource Name	Resources Link
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 Maps	https://www.oregon.gov/highered/about/transfer/pages/transfer-maps.aspx
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
Webforms	https://webforms.hecc.oregon.gov
Workforce Innovation Opportunity Act (WIOA) - DOL	https://www.dol.gov/agencies/eta/wioa
WorkSource Oregon	https://worksourceoregon.org/

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