

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Community College Program Approval

Date: June 19-20, 2014

Staff/Office: Department of Community Colleges and Workforce Development

Action Requested:

Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Approval of new community college programs:

- Klamath Community College, Aviation Science: Airplane (Associate of Applied Science Degree)
- Klamath Community College, Aviation Science: Helicopter (Associate of Applied Science Degree)
- Klamath Community College, Health Information Management (Associate of Applied Science Degree)
- Rogue Community College, Medical Assistant (Certificate of Completion, 31-44 credits)
- Southwestern Oregon Community College, Computer Information System (CIS) Digital Design (Associate of Applied Science Degree)

BACKGROUND: ORS 341.425 directs the State Board of Education to approve all proposed community college programs. ORS 344.259 directs the board to coordinate continuing education in lower division, developmental, adult self-improvement, professional and technical education for agencies under its regulatory authority.

341.425 Approval required to commence or change program and for transfer credits.

(1) Before an educational program is commenced at any community college, the board of education of a community college district shall apply to the State Board of Education for permission to commence the program. After the first year of the program, course additions, deletions or changes must be presented to the State Board of Education or a representative of the Department of Community Colleges and Workforce Development authorized to act for the state board for approval.

(2) Until the community college becomes accredited by the Northwest Association of Schools and Colleges or its successor, the community college shall contract with an accredited community college for its instructional services, including curricula, to ensure its courses carry accreditation and are acceptable for transfer.

(3) After reviewing the contractual agreement between the non-accredited and the accredited colleges and after suggesting any modifications in the proposed program of studies, the State Board of Education shall approve or disapprove the application of a district. [Formerly 341.560; 1971 c.513 §89; 1991 c.757 §6; 1995 c.67 §17; 1997 c.270 §1; 1999 c.147 §§1,2]

344.259 Coordination of continuing education. (1) The State Board of Education shall coordinate continuing education in lower division, developmental, adult self-improvement, professional and technical education for agencies under its regulatory authority. The State

Board of Higher Education shall coordinate continuing education in upper division and graduate education for institutions under its jurisdiction.

STAFF RECOMMENDATION: The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the following programs:

Aviation Science: Airplane Associate of Applied Science (AAS) Degree at Klamath Community College

Aviation Science: Helicopter AAS Degree at Klamath Community College

Health Information Management AAS Degree at Klamath Community College.

Medical Assistant Certificate of Completion (31-44 credits) at Rogue Community College.

Computer Information System (CIS) Digital Design AAS degree at Southwestern Oregon Community College.

Oregon Department of Community Colleges
 And Workforce Development
 Public Service Building
 255 Capitol St. N.E.
 Salem, Oregon 97310-0203

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
 State Board Standards--Staff Analysis Abstract**

Name of College:	Klamath Community College
Program Title:	Aviation Science: Airplane
Proposed Start Date:	Fall 2014
Board Submission Date:	June 19-20, 2014
Type of Program:	

Associate of Applied Science Degree

Credits: 93
 CIP Code: 49.0102
 CIP Title: Airline/Commerical/Professional Pilot and Flight Crew.

Option Title

Credits: _____
 CIP Code: _____
 CIP Title: _____

Certificate of Completion

Credits: _____
 CIP Code: _____
 CIP Title: _____

Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

1. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
3. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and

procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.

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

Summary

Klamath Community College (KCC) is proud to offer this AAS degree for an entry level position as a professional airplane pilot. This degree leads directly into a student becoming a Certified Flight Instructor with Instrument (CFII). A CFII is an individual sought after by companies willing to offer opportunities to gain experience in a variety of interesting positions. Career opportunities for airline pilots range across industry sectors. These sectors include flight instruction, corporate, cargo, charter, and airline industries.

Flight classes will be conducted at our KCC campus and Klamath Falls Airport. KCC is in partnership with Precision Aviation whom is a Federal Aviation Administration (FAA) part 141 certified flight school.

Program Highlights

Standards: The College has met the five program approval standards.

1. Need	The community college provides clear evidence of the need for the program.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Employment statistics pertaining to 10 year growth rate in region 11 indicate that by 2024 the needed number of qualified certified flight instructors with instrument airplane commercial pilots will increase to 50% and on a state level it will be 27.5%. • Pertaining to occupational percentiles, individuals who possess this degree could make regional 11 median income or make upwards to \$250,000 a year flying commercial jets. • Aviation employers expect employees to possess these industry skills and knowledge that this AAS degree can lend them. • KCC’s AAS in Aviation Science will be a training hub for high quality multiple offerings and expansion into other aviation opportunities. • The closest local aviation training provider is over 144 miles away. <p>Available employment stats point out that airplane commercial pilots are key to our nation’s security, strategic transportation requirements, and the need for highly qualified individuals to keep our infrastructure thriving and moving.</p>

Oregon Employment Department stats indicate that in 2014 Oregon had over 1,200 openings for employment. There was over 100,000 job openings nationwide. It must be stated that this degree prepares students for a global career and current stats worldwide are still being processed.

Employment stats and region 11 indicate that by 2024 there will be a 50% growth rate and a 27.5% growth rate in the state of Oregon. Both of those percentages are higher than the 21% projected growth rate nationally.

National statistics have shown that this degree prepares students for a career that is nontraditional by gender. Currently 95.5% of the positions held are dominated by males. Upon approval of this degree, KCC will be launching its fourth nontraditional by gender degree. This continues to be a positive trend taking place in region 11.

After extended interaction with industry leaders, workforce professionals, secondary education representatives, and potential and current students, it has become obvious that a genuine opportunity exists to expand KCC's Career and Technical Education (CTE) program offerings. Such expansion is necessary to increase the options for nontraditional occupation seekers looking for advanced training and education in a highly sought after profession. The AAS degree in Aviation Science Airplane will produce qualified workers for the industry and meet the demands of future industry trends. It will provide a formal program to those that desire to enter the aviation industry as pilots, with strong foundations and knowledge in aviation science. The partnership between KCC and Precision Aviation has and will create excitement in the southern Oregon region for new advanced classes for those who desire to gain pilot certifications. This partnership also will foster and promote support of a growing base of aviation activities in the northwest.

<p>2. Collaboration</p>	<p>The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.</p>
	<p>Highlights:</p> <ul style="list-style-type: none"> • Partnership with industry leader, Precision Aviation. • Workforce partners have been instrumental in the design and development of the proposed AAS in Aviation Science program “fixed wing commercial pilot.” • Workforce partners have influenced curriculum development, training certificates, and have provided letters of support, plus meeting minutes in regional meeting times. • Secondary school administrators are involved by allowing students to participate in industry days that have showcased all CTE programs including the proposed aviation science programs.

- KCC will work collectively to recruit and retain females into the program.
- KCC will also promote a supportive environment for minority students, Veteran students, students with disabilities, and English Language Learner/Limited English Proficient (ELL/LEP) students within the program.

The program has been developed through collaboration with business, industry and workforce partners, and educational partners. Key constituents are local and regional employers, airport administrators, and state workforce administrators.

Individual business leaders have had informal meetings and correspondence with KCC for over a full year. Workforce partners and Precision Aviation have been instrumental in the design and development of the proposed AAS in Aviation Science Airplane program through shared industry experience and best practices. KCC’s workforce partners will assist in instructor evaluations to ensure ongoing industry relevant improvements.

Local workforce partners include the Small Business Development Center, Chamber of Commerce, Oregon Employment Department, South Central Oregon Economic Development District, Central Oregon Intergovernmental Council, Region 11 Regional Workforce Investment Board and the Oregon Department of Veterans Affairs, Klamath airport administration, and the local National Guard. Workforce partners have influenced curriculum development, training certificates, and have provided letters of support, plus meeting minutes in regional meeting times.

KCC’s partnering agency, Precision Aviation, is a certified part 141 training agent.

3. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Graduates of the AAS Aviation Science Airplane pilot degree are set up to gain the skills necessary to successfully become airline pilots, copilots, commercial pilots, and flight instructors. • One of the key indicators KCC and its workforce partners have recognized in the aviation industry is a 10 year growth projection with some career clusters as high as 27.5%. • The program is designed for students to receive industry recognized certificates throughout their two-year commitment. The certificates will consist of professional pilot ground school instrument in commercial flight, certified flight instructors, and certified flight instructor with instrument. • Contextual learning labs and flexible classroom delivery with modular focus of industry skills and knowledge is a cornerstone of this program’s proficiencies.

- KCC believes that an AAS degree in Aviation Science fits perfectly into the states 40-40-20 goals. A degree in aviation science also could be a foundational degree with transferability into Oregon Institute of Technology’s aeronautics program.

KCC’s AAS degree in Aviation Science Airplane program has been built with a Pathway Certificate model in mind. Embedded into every second term is an industry recognized certificate that possesses industry recognized proficiencies. As expansion of KCC’s Aviation Science degree takes hold, connections with secondary CTE programs will be sought. Preliminary conversations have already taken place with Oregon Institute of Technology. These conversations have stemmed around transferability into multiple degree options.

The AAS degree in Aviation Science is designed to capture the traditional student, displaced worker, and veterans. Graduates of the AAS degree in Aviation Science Airplane program will have the necessary skills to become flight instructors and commercial pilots. The AAS degree in Aviation Science Airplane is aligned with Federal Aviation Regulations 14 Code Of Federal Regulations (CFR) parts 61 and 141 which set forth qualifications, testing, and certificate requirements. Students will be required to be proficient and pass FAA flight evaluations throughout their entire degree. These proficiencies will lend themselves to direct employment into the global aviation market.

4. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Students will receive multiple industry relevant certificates throughout their AAS degree. • Students will become certified flight instructors with instruments. • Students will receive professional ground and private pilot licenses. • Program outcomes are clearly identified and each outcome is connected to industry relevant FAA proficiencies. • A majority of the labs are designed to be working within a one-to-one ratio student to instructor. <p>The AAS Aviation Science Airplane degree is designed to produce high-quality graduates prepared to enter the field of aviation pilots. This field is an excellent high wage career that is global in scope. KCC’s workforce partner, Precision Aviation, is a well-established local company offering numerous local industry contracts, federal approval, and a curriculum that enables students to begin working in the industry upon graduation.</p>

The AAS Aviation Science Airplane degree provides students with the mandatory flight hours along with industry specified instruction. This degree provides students with the knowledge, skills, and training necessary for them to achieve airplane certification through to certified flight instructor with instrument. Instruction is designed to place students in a learning environment where the majority of the lab instruction will be a one-to-one ratio of student to instructor. This instruction style ensures that students will receive academic knowledge necessary to be a safe pilot and pass the FAA knowledge exams. Federal Aviation Regulations 14 CFR parts 61 and 141 set forth the qualifications, testing, and certification requirements for pilots, flight instructors, and ground instructors.

Students are required to take a placement test to determine their academic level and readiness to enter the program; some exceptions may be made for short-term certificates. General education prerequisites of Math 70 and Writing 121 will be assessed in this placement test. The AAS Aviation Science program will accommodate students with special needs to the degree appropriate to the physical ability of the participant and within the constraints of proper industry standards and safe professional practice.

<p>5. Capacity</p>	<p>The community college identifies and has the resources to develop, implement, and sustain the program.</p>
	<p>Highlights:</p> <ul style="list-style-type: none"> • Partnership with Precision Aviation. • Partnership with a woman owned small business company that is an industry leading training provider that was established in 1983. • Workforce partner has the ability to train under both part 61 and part 141 regulations. • Workforce partner is part 133/135/141/145 certified. • Students will receive flight simulation to maximize skill building. • Workforce partner is a proved laser grade testing center for all FAA written knowledge tests. • Workforce partner has FAA designated examiners on staff. • Workforce partner has multiple aircraft in its fleet ranging from but not limited to a Cessna 150, 172,210, Piper Arrow PA-28A. <p>KCC is a well-established community college for over 17 years. KCC is accredited through the Northwest Commission of Colleges and Universities (NWCCU). KCC has an approximate \$11 million annual operating budget. KCC provides accessible quality education and service in response to the diverse needs of their students, business partners, and community. The College supports student success in workforce training, academic transfer, and foundational skills development.</p>

KCC will be partnering with Precision Aviation to deliver this AAS degree in Aviation Science Airplane. Precision Aviation was established in 1983. Over the last 30 years, Precision Aviation has become a respected aviation training, maintenance, and operating company providing an array of services to both the private and public sectors, including many United States and foreign agencies. Precision Aviation activities span from local operations to international missions. Precision Aviation was one of the first all-inclusive Part 141 Aviation Training Schools in the western United States and they also hold Part 133,135 and 137 Certificates. Precision Aviation’s goal has always been to provide safe, comprehensive aviation training to those who want the highest quality and the best value. Precision Aviation is a FAA Approved Flight School offering approved courses from initial pilot certification through instructor pilot with instrument.

Students taking their general education requirements will be assigned to classes that are online or in person. Aviation students will be side-by-side with all KCC students as it pertains to their general education classes. Sixty percent of the aviation classes will be conducted with a one-on-one student to instructor ratio and fees have been set to account for the flight time and simulator costs, including fuel during the labs.

Precision Aviation will provide aircraft for the purpose of flight training which are maintained in a consistently and airworthy condition by the repair station certified under Part 145 of Federal Aviation Regulation. They are also responsible for continued maintenance and repair of any damaged aircrafts and all repairs will be accomplished in accordance with applicable Federal Aviation Regulations. Precision Aviation will also be providing flight training simulator time as part of the ongoing instruction.

Joint participation agreements between KCC and Precision Aviation have detailed ongoing improvements and sustainable pricing models.

Approval Signature		
Name	Luis Juarez	Gerald Hamilton
Title	Education Specialist	Commissioner
Date	5/14/2014	

The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the Aviation Science: Airplane AAS Degree program at Klamath Community College.

Oregon Department of Community Colleges
 And Workforce Development
 Public Service Building
 255 Capitol St. N.E.
 Salem, Oregon 97310-0203

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
 State Board Standards--Staff Analysis Abstract**

Name of College:	Klamath Community College
Program Title:	Aviation Science: Helicopter
Proposed Start Date:	Fall 2014
Board Submission Date:	June 19-20, 2014
Type of Program:	<input checked="" type="checkbox"/> Associate of Applied Science Degree Credits: <u>91</u> CIP Code: <u>49.0102</u> CIP Title: <u>Airline/Commercial/Professional Pilot and Flight Crew.</u> <input type="checkbox"/> Option Title Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Certificate of Completion Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

5. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
6. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
7. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and

procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.

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

Summary

Klamath Community College (KCC) is proud to offer this AAS for an entry level position as a professional helicopter pilot. This degree leads directly into a student becoming a Certified Flight Instructor with Instrument (CFII). A helicopter CFII is an individual sought after by companies willing to offer opportunities to gain experience in a variety of interesting positions. Career opportunities for commercial helicopter pilots range across industry sectors. These sectors include flight instruction, corporate, air ambulance, wood products, charter, and external load operation.

Flight classes will be conducted at our KCC campus and Klamath Falls Airport. KCC is in partnership with Precision Aviation whom is a Federal Aviation Administration (FAA) part 141 certified flight school.

Program Highlights

Standards: The College has met the five program approval standards.

6. Need	The community college provides clear evidence of the need for the program.
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Highlights:

- Employment statistics pertaining to 10 year growth rate in region 11 indicate that by 2024 the needed number of qualified CFII helicopter pilots will increase to 50% and on a state level it will be 27.5%.
- Pertaining to occupational percentiles, individuals who possess this degree could make region 11 median income or make upwards to \$250,000 a year flying commercial helicopters.
- Aviation employers expect employees to possess these industry skills and knowledge that only an AAS degree can lend them.
- KCC’s AAS in Aviation Science will be a training hub for high quality multiple offerings and expansion in aviation.
- The closest local aviation training provider is over 144 miles away.

Available employment stats point out that professional helicopter pilots are key to our nation’s security, strategic transportation requirements, environmental studies, and the need for highly qualified individuals to keep our infrastructure thriving and moving. Oregon Employment Department stats indicate that in 2014

Oregon had over 1,200 openings for employment. There were over 100,000 job openings nationwide. It must be stated that this degree prepares students for a global career and current stats worldwide are still being processed.

Employment stats and region 11 indicate that by 2024 there will be a 50% growth rate and a 27.5% growth rate in the state of Oregon. Both of those percentages are higher than the 21% projected growth rate nationally.

National statistics have shown that this degree prepares students for a career that is nontraditional by gender. Currently 95.5% of the positions held are dominated by males. Upon approval of this degree, KCC will be launching its fourth nontraditional by gender degree. This continues to be a positive trend taking place in region 11.

After extended interaction with industry leaders, workforce professionals, secondary education representatives, and potential and current students, it has become obvious that a genuine opportunity exists to expand KCC's Career and Technical Education (CTE) program offerings. Such expansion is necessary to increase the options for nontraditional occupation seekers looking for advanced training and education in a highly sought after profession. The AAS degree in Aviation Science Professional Helicopter Pilot will produce qualified workers for the industry and meet the demands of future industry trends. It will provide a formal program to those that desire to enter the aviation industry as pilots, with strong foundations and knowledge in aviation science. The partnership between KCC and Precision Aviation has and will create excitement in the southern Oregon region for new advanced classes for those who desire to gain pilot certifications. This partnership also will foster and promote support of a growing base of aviation activities in the northwest.

<p>7. Collaboration</p>	<p>The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.</p>
	<p>Highlights:</p> <ul style="list-style-type: none"> • Partnership with industry leader, Precision Aviation. • Workforce partners have been instrumental in the design and development of the proposed AAS in Aviation Science program "Helicopter." • Workforce partners have influenced curriculum development, training certificates, and have provided letters of support, plus meeting minutes in regional meeting times. • Secondary school administrators are involved by allowing students to participate in industry days that have showcased all CTE programs including the proposed aviation science programs. • KCC will work collectively to recruit and retain females into the program.

- KCC will also promote a supportive environment for minority students, Veteran students, students with disabilities, and English Language Learners/Limited English Proficient (ELL/LEP) students within the program.

The program has been developed through collaboration with business, industry and workforce partners, and educational partners. Key constituents are local and regional employers, airport administrators, and state workforce administrators.

Individual business leaders have had informal meetings and correspondence with KCC for over a full year. Workforce partners have been instrumental in the design and development of the proposed AAS in Aviation Science program through shared industry experience and best practices. KCC’s workforce partners will assist in instructor evaluations to ensure ongoing industry relevant improvements.

Local workforce partners include the Small Business Development Center, Chamber of Commerce, Oregon Employment Department, South Central Oregon Economic Development District, Central Oregon Intergovernmental Council, Region 11 Regional Workforce Investment Board and the Oregon Department of Veterans Affairs, Klamath airport administration, and the local National Guard. Workforce partners have influenced curriculum development, training certificates, and have provided letters of support, plus meeting minutes in regional meeting times.

KCC’s partnering agency, Precision Aviation, is a certified part 141 training agent.

8. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Graduates of the AAS Aviation Science Helicopter degree are set up to gain the skills necessary to successfully become helicopter pilots, copilots, commercial pilots, and flight instructors. • One of the key indicators KCC and its workforce partners have recognized in the aviation industry is a 10 year growth projection with some career clusters as high as 27.5%. • The program is designed for students to receive industry recognized certificates throughout their two-year commitment. The certificates will consist of professional pilot ground school instrument in commercial flight, certified flight instructors, and certified flight instructor with instrument. • Contextual learning labs and flexible classroom delivery with modular focus of industry skills and knowledge is a cornerstone of this program’s proficiencies. • KCC believes that an AAS degree in Aviation Science fits perfectly into the

states 40-40-20 goals. A degree in aviation science also could be a foundational degree with transferability into Oregon Institute of Technology’s aeronautics program.

KCC’s AAS degree in Aviation Science Helicopter program has been built with a Pathway Certificate model in mind. Embedded into every second term is an industry recognized certificate that possesses industry recognized proficiencies. As expansion of KCC’s Aviation Science degree takes hold, connections with secondary CTE programs will be sought. Preliminary conversations have already taken place with Oregon Institute of Technology. These conversations have stemmed around transferability into multiple degree options.

The AAS degree in Aviation Science is designed to capture the traditional student, displaced worker, and veterans. Graduates of the AAS degree in Aviation Science Helicopter program will have the necessary skills to become flight instructors and commercial pilots. The AAS degree in Aviation Science airplane is aligned with Federal Aviation Regulations 14 Code of Federal Regulations (CFR) parts 61 and 141 which set forth qualifications, testing, and certificate requirements. Students will be required to be proficient and pass FAA flight evaluations throughout their entire degree. These proficiencies will lend themselves to direct employment into the global aviation market.

9. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Students will receive multiple industry relevant certificates throughout their AAS degree. • Students will become certified flight instructors with instruments. • Students will receive professional ground and private pilot licenses. • Program outcomes are clearly identified and each outcome is connected to industry relevant FAA proficiencies. • A majority of the labs are designed to be working within a one-to-one ratio student to instructor. <p>The AAS Aviation Science Helicopter degree is designed to produce high-quality graduates prepared to enter the field of aviation pilots. This field is an excellent high wage career that is global in scope. KCC’s workforce partner, Precision Aviation, is a well-established local company offering numerous local industry contracts, federal approval, and a curriculum that enables students to begin working in the industry upon graduation.</p> <p>The AAS Aviation Science Helicopter degree provides students with the</p>

mandatory flight hours along with industry specified instruction. This degree provides students with the knowledge, skills, and training necessary for them to achieve helicopter certification through to certified flight instructor with instrument. Instruction is designed to place students in a learning environment where the majority of the lab instruction will be a one-to-one ratio of student to instructor. This instruction style ensures that students will receive academic knowledge necessary to be a safe pilot and pass the FAA knowledge exams. Federal Aviation Regulations 14 CFR parts 61 and 141 set forth the qualifications, testing, and certification requirements for pilots, flight instructors, and ground instructors.

Students are required to take a placement test to determine their academic level and readiness to enter the program; some exceptions may be made for short-term certificates. General education prerequisites of Math 70 and Writing 121 will be assessed in this placement test. The AAS Aviation Science program will accommodate students with special needs to the degree appropriate to the physical ability of the participant and within the constraints of proper industry standards and safe professional practice.

10. Capacity	The community college identifies and has the resources to develop, implement, and sustain the program.
	<p>Highlights:</p> <ul style="list-style-type: none"> • Partnership with Precision Aviation. • Partnership with a woman owned small business company that is an industry leading training provider that was established in 1983. • Workforce partner has the ability to train under both part 61 and part 141 regulations. • Workforce partner is part 133/135/141/145 certified. • Students will receive flight simulation to maximize skill building. • Workforce partner is a proved laser grade testing center for all FAA written knowledge tests. • Workforce partner has FAA designated examiners on staff. • Workforce partner has multiple aircraft in its fleet ranging from but not limited to Sikorsky S-61s, Sikorsky S300c, MD 500s, Bell 206, Schweizer 300s, and Guimbal Cabri G2. <p>KCC is a well-established community college for over 17 years. KCC is accredited through the Northwest Commission of Colleges and Universities (NWCCU). KCC has an approximate \$11 million annual operating budget. KCC provides accessible quality education and service in response to the diverse needs of their students, business partners, and community. The College supports student success in workforce training, academic transfer, and foundational skills development.</p>

KCC will be partnering with Precision Aviation to deliver this AAS degree in Aviation Science Helicopter. Precision Aviation was established in 1983. Over the last 30 years, Precision Aviation has become a respected aviation training, maintenance, and operating company providing an array of services to both the private and public sectors, including many United States and foreign agencies. Precision Aviation activities span from local operations to international missions. Precision Aviation was one of the first all-inclusive Part 141 Aviation Training Schools in the western United States and they also hold Part 133,135 and 137 Certificates. Precision Aviation’s goal has always been to provide safe, comprehensive aviation training to those who want the highest quality and the best value. Precision Aviation is a FAA Approved Flight School offering approved courses from initial pilot certification through instructor pilot with instrument.

Students taking their general education requirements will be assigned to classes that are online or in person. Aviation students will be side-by-side with all KCC students as it pertains to their general education classes. Sixty percent of the aviation classes will be conducted with a one-on-one student to instructor ratio and fees have been set to account for the flight time and simulator costs, including fuel during the labs.

Precision Aviation will provide aircraft for the purpose of flight training which are maintained in a consistently and airworthy condition by the repair station certified under Part 145 of Federal Aviation Regulation. They are also responsible for continued maintenance and repair of any damaged aircrafts and all repairs will be accomplished in accordance with applicable Federal Aviation Regulations. Precision Aviation will also be providing flight training simulator time as part of the ongoing instruction.

Joint participation agreements between KCC and Precision Aviation have detailed ongoing improvements and sustainable pricing models.

Approval Signature		
Name	Luis Juarez	Gerald Hamilton
Title	Education Specialist	Commissioner
Date	5/14/2014	

The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the Aviation Science: Helicopter AAS Degree program at Klamath Community College.

Oregon Department of Community Colleges
 And Workforce Development
 Public Service Building
 255 Capitol St. N.E.
 Salem, Oregon 97310-0203

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
 State Board Standards--Staff Analysis Abstract**

Name of College:	Klamath Community College
Program Title:	Health Information Management
Proposed Start Date:	Fall 2014
Board Submission Date:	June 19-20, 2014
Type of Program:	

Associate of Applied Science Degree

Credits: 92

CIP Code: 51.0707

CIP Title: Health Information/Medical Records Technology/Technician.

Option Title

Credits: _____

CIP Code: _____

CIP Title: _____

Certificate of Completion

Credits: _____

CIP Code: _____

CIP Title: _____

Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

9. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
10. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
11. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and

procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.

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

Summary

The Health Information Management (HIM) Program is designed to meet increasing health industry demands for trained health information specialists. The AAS Degree Program includes a combination of human science, computer technology, and health information courses that prepare the student for employment in healthcare organizations. The program includes both theoretical instruction and practical laboratory experience on the Klamath Community College (KCC) campus as well as affiliations in area health care settings.

HIM professionals hold many diverse and unique skill sets. They are experts in data collection, analysis, monitoring, maintenance and reporting activities in accordance with established data quality principles, legal and regulatory standards, and professional best practice guidelines. These functions encompass, among other areas, processing and using health data for treatment, billing, compliance, and surveillance purposes.

Successful pursuit of this degree requires students to possess collegiate skills in reading, communication, computation, and critical thinking. To acquire these competencies it is required that students complete pre-collegiate courses to gain these skills before the first term of entering this program.

The program begins each fall term with a maximum of 20 students. Students must receive a C or better in all program required courses. The program is designed to correlate didactic and lab experience with practical (cooperative work) experience in health care facilities.

Most practical experience sites require a drug screen, Tuberculosis (TB) test, Hepatitis (Hep) B series and measles, mumps, and rubella (MMR); possible background check prior to starting the experience. These potential additional expenses will be the students' responsibility: Drug Screen \$ 44-50, TB test \$20-30, background check \$30-72, Hep B \$180.-\$210, and MMR \$40-50.

Program Highlights

Standards: The College has met the five program approval standards.

11. Need	The community college provides clear evidence of the need for the program.
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Nationally, the employment outlook of health information technicians is projected to grow 22 % from 2012 to 2022, much faster than the average for all occupations. The demand for health services is expected to increase as the population ages. An aging population will need more medical tests, treatments, and procedures. This will mean more claims for reimbursement from insurance companies. Additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, could lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

Oregon state outlook is expected to grow at a rate of 28.5% which is faster than the statewide average growth rate for all other occupations through 2020. Reasonable employment opportunities exist for trained workers in areas as Medicare Compliance Specialist, HIM/Medical Records Clerk, HIM Coding Specialist, HIM Coding Supervisor, Risk Adjustment Specialist, HIM Data Specialist, Compliance Specialist, Quality Specialist, and Certified Tumor Registrars (CTR). First quarter of 2014 there are 173 current openings statewide and 42 current openings in the local area. Wages in the local geographical area range from \$10.27 in the 10th percentile and up to \$21.57 in the 90th percentile wage range. The statewide range is from \$10.59 to \$30.49.

The College's HIM Advisory Committee represents the local healthcare community and is in full support of the program. They are very aware of the changes that are occurring via the Health Information Technology for Economic and Clinical Health (HITECH) Act and the proposed universal Electronic Health Records (EHR). The job prospects will be best for those with a certification in health information, such as the Registered Health Information Technician (RHIT) program.

<p>12. Collaboration</p>	<p>The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.</p>
	<p>The HIM program has been developed through joint ventures and significant systemic working relationships with business and industry. At this time we have a very strong working advisory committee; the committee is made up of professionals in many branches of healthcare. For example, there are four individuals from the local hospital from multiple departments: medical records, quality management, cancer registry, and one from the local physicians group. There is also a local chiropractor, Dr. Kristine Taylor.</p> <p>Additionally, we are adding to our work-based learning. We have many students in the cooperative work experience (CWE) working with healthcare provider offices in the Klamath County area. Other offices that we are working with</p>

include chiropractic, local urgent care facility, and physical therapy office. The internal partners for this program are KCC Student Services and the Financial Aid department. Additionally, the advisory committee meets every quarter. I count on them to keep me headed in the right direction.

The college is creating a very strong relationship with the local middle school and high schools. KCC has a planned Career Fair for April 29th that will include the health science division. We are facilitating advance diploma classes in human science classes, medical terminology, and an opportunity to learn first aid, cardiopulmonary resuscitation (CPR), and safety. Further, we are doing outreach/after school programs with the local middle school, Ponderosa.

13. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
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The HIM Program is aligned with appropriate PK-20 educational programs and related activities. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards. The program is part of a clear career ladder with education and training options leading to an opportunity for employment or continued education. The AAS in HIM allows for continuing training and advancement opportunities as previously identified. At this time, the target populations are recent high school graduates, mid-career changers, dislocated workers, individuals with particular education or experience -- for example, medical coders that are seeking the HIM degree, and any referrals from workforce development and vocational rehabilitation.

Further, the program will lead to many entry level jobs, which has been captured by the state and national statistics. But, there are other areas that have not been captured in the statistics. For example, HIM can also be employed to manage dental offices, animal clinics, or maintain patient records in correctional facilities. In addition, the KCC HIM program is starting to initiate on-line or distance learning environment for students that are working but want to pursue this degree. HIM or Medical Record Professionals will be able to transfer to higher level institutions where they can earn their Baccalaureate or Masters level degree.

At this time, starting the 2013 fall term, there are three high school students (advanced diploma) enrolled in the HIM program and doing very well in their studies. As the program moves to a hybrid or online atmosphere, I forecast that many more high school students and employed people will take advantage of this pathway.

14. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
	<p>The HIM Program has been designed to meet the need of the student and to follow the requirements of the Commission on Accreditation for Informatics and Information Management education (CAHIIM). Students must successfully place into both Writing 121 and Math 105 to be accepted into the HIM program. Students are also required to take Anatomy and Physiology (A&P), medical terminology, and all classes related to electronic patient record construction and usage, Health Insurance Portability and Accountability Act (HIPAA) and implantable cardioverter-defibrillator (ICD), Current Procedural Terminology (CPT) classes.</p> <p>Additional academic proficiencies include computer skills, such as Excel, Word, PowerPoint, and Outlook; informational research, public speaking, and correct practice and solid understanding of disease process or pathophysiology.</p> <p>The broad range of technical skills include correct ICD & CPT coding, correct insurance application; an excellent understanding of HIPAA and the ramifications of not abiding by all legal aspects of healthcare.</p> <p>Workplace readiness skills include project management, teamwork, and problem analysis which are further developed through hands-on training in the virtual labs that may include, but are not limited to: exercises in coding, release of patient information, content management system (CMS) 1500, and merging of patient records. Lastly, the opportunity to learn in the real world setting through the CWE with local employers and business organizations.</p> <p>The HIM program is designed to reflect real world learning with the use of hands on EHR simulation and virtual lab training while also using the standard lecture model and testing of knowledge. The learning labs and V-labs are a graded component of the assessments. In many classes there is a group or team learning methodology that is used which requires peer evaluations.</p> <p>At this time we are in the process of creating an online learning experience for all student availability.</p>
15. Capacity	The community college identifies and has the resources to develop, implement, and sustain the program.
	<p>The college has the capacity to offer the HIM program which includes accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill the HIM program objectives. The cost analysis by KCC supports the financial viability of the project.</p>

An ongoing student base is maintained through new students and incumbent medical office, medical records, ICD coding, and insurance specialist that are requiring updated training.

Program enrollment projection for the new school year of 2014/2015 is approximately 20 students. The goal for 2015-2016 is 30 students.

The Health Science and Human Science divisions are working together to provide core classes, thus leveraging existing instructional resources provided by both full-time and part-time faculty; meeting the accreditation standards.

As required by CAHIIM, career technical and program faculty should have the following qualifications: expertise in the content area taught, knowledge of curriculum design and educational strategies; Master's degree preferred. This includes the part-time faculty.

Approval Signature		
Name	KC Andrew	Gerald Hamilton
Title	Education Specialist	Commissioner
Date	5/8/14	

The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the Health Information Management AAS Degree program at Klamath Community College.

Oregon Department of Community Colleges
 And Workforce Development
 Public Service Building
 255 Capitol St. N.E.
 Salem, Oregon 97310-0203

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
 State Board Standards--Staff Analysis Abstract**

Name of College:	Rogue Community College
Program Title:	Medical Assistant
Proposed Start Date:	Fall 2014
Board Submission Date:	June 19-20, 2014
Type of Program:	<input checked="" type="checkbox"/> Associate of Applied Science Degree Credits: _____ CIP Code: _____ CIP Title: _____ <input type="checkbox"/> Option Title Credits: _____ CIP Code: _____ CIP Title: _____ <input checked="" type="checkbox"/> Certificate of Completion Credits: <u>36</u> CIP Code: <u>51.0801</u> CIP Title: <u>medical/Clinical Assistant.</u> <input type="checkbox"/> Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

13. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
14. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
15. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and

procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.

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

Summary

Medical assistants are health care practitioners qualified by education, experience, and examination to assist doctors in the performance of patient care, examination, and documentation. These multi-skilled practitioners, under the supervision of a physician, perform or assist in taking patient vitals, front office medical administrative tasks, back office clinical procedures, and electrocardiogram (ECG) testing. Medical assistants are the face of medical offices and are often the first people with whom patients come into contact. They may perform basic medical coding and billing, scheduling, patient flow and triage. Other duties may include waive testing, phlebotomy and specimen collection. Medical assistants are responsible for recording patient information into the electronic medical records systems and must be able to master various computer software programs.

Successful completion of this program prepares students to be eligible to sit for the Certified Medical Assistant (CMA) exam through the American Association of Medical Assistants (AAMA), and the American Society of Clinical Pathologists (ASCP) phlebotomy certification exam. The certification is not required, but will strongly improve employability. Rogue Community College (RCC) will become accredited through AAMA after completion of the first cohort. Students will be able to sit for the test soon after completing the program. The curriculum for the program is based on the standards and guidelines for the CMA and ASCP phlebotomy certifications, which can be reviewed on the following websites: AAMA <http://www.aama-ntl.org/> and ASCP <http://www.ascp.org/>. Students attend classes as part of a cohort structure and most courses will be offered online or in the evening to allow students with full-time work or family commitments to participate.

Program Highlights

Standards: The College has met the five program approval standards.

16. Need	The community college provides clear evidence of the need for the program.
	The demand for health care will continue to grow because of the valley’s increasing aging and retirement population. An anticipated increase of roughly 10 percent of the population of persons 65 or older over the next 10 years is expected in Southern Oregon. Each region of the state will see an increase in both the number of retirement-aged individuals and as a share of the local population. With the implementation of the Affordable Care Act, 19,000 more people in Southern Oregon will become eligible for medical insurance, and will be

taking advantage of their new health care plans by visiting family care, urgent care, and specialty care medical offices.

Medford Medical Clinic, Asante, Valley Immediate Care, and several of the larger clinics are planning to expand and add additional clinics in the next few years to try and meet this need. RCC is responding with a proposed Medical Assistant program that will encompass the skills needed in all kinds of medical clinics including orthopedics, surgical specialists, pain specialists, pediatrics and rheumatology. The need for medical assistants will grow in response to doctors asking them to do additional tasks that go beyond taking vitals or making appointments. They are now working in administration and billing as well as the clinical part of a medical office.

17. Collaboration	The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
	<p>RCC has been in touch with multiple medical clinics throughout Jackson and Josephine Counties, and in these conversations have a list of topics that the medical community thinks is unavailable within existing medical assistant training and pool of employees they have access to employ. They expressed a definite need for training in “soft skills” such as teamwork, patient empathy, and interpersonal communication skills. They would also like to see training in how to work with all types of patients from diverse backgrounds and cultures, as well as children and geriatric patients. Other skills that are needed include professionalism in the workplace, adequate personal grooming, interviewing skills, responsibility, willingness to work required shifts and hours on weekends and holidays, and personal integrity and honesty. Many of the doctors would like a program that includes curriculum in logic and critical thinking, taking vital signs correctly, EKG use, Electronic Privacy Information Center (EPIC) and the healthcare software proficiency, ability to do casts and sterile equipment technique, suture removal, health care ethics and law, and dipstick urinalysis and pregnancy testing, medical coding and billing, and taking accurate medical histories. The doctors have seen a disconnect in medical assistants being able to notice when the vitals they are taking do not fit with the physical appearance of the patient or are outside the normal range, and may indicate either a malfunction in the equipment or an emergency situation. Finally, they would like to see Medical Assistant (MA)s have an AAMA or CMA national certification and a phlebotomy ASPC certification. There are no programs in the Jackson and Josephine County area that provide these certifications as part of their medical assisting programs.</p> <p>Many local employers have expressed their support for a training program at RCC and a willingness to provide clinical rotation sites. Among them are Valley</p>

	Immediate Care Clinics (6), Providence Health Clinics, Asante Health systems (30), Ashland Community Hospital, Community Health Center, TCL Pediatrics, Grants Pass Clinic, Medford Medical Center, Bear Creek Medical Plaza, Associates for Women’s Health of Southern Oregon LLC, La Clinica del Valle (LCDV) LaClinica (6), Ambulatory Foot Care, Eagle Point Pediatrics, Dermatology and Laser Associates, Jackson County Mental Health, Ventana Wellness Centers, and. Southern Oregon Internal Medicine.
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18. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
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The Medical Assistant Program is aligned with the Commission on Accreditation of Allied Health Education Programs for the Medical Assistant. RCC used the competency education standards for the AAMA so that students would be prepared to take the certification exam. Students would be also be certified by the ASCP in phlebotomy, which would make them more competitive in the job market. RCC’s workforce partners are willing to supply instructors, clinical placements, and donate EPIC training to our program.

19. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
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The program was designed using the standards from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the AAMA certification examination. When RCC began writing the program, it looked at different medical assistant programs throughout the United States and documented some common courses and program specifics. An advisory committee made up of health care workforce professionals throughout the Rogue Valley worked with RCC on the kinds of skills and techniques that needed to be included in the program. Employers also indicated that they wanted RCC to focus on professionalism and communication, as well as the time students have to learn EPIC and to be in cooperative work experience (CWE) clinical placements. Based on their advice, a complete and rigorous training program was developed.

20. Capacity	The community college identifies and has the resources to develop, implement, and sustain the program.
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RCC has the resources to develop, implement, and sustain the program. Through a \$3 million Trade Adjustment Assistance Community College and Career Training Grant (TAACCTG) that the Allied Health Department was awarded, RCC hired a full-time Health Professions Education coordinator, responsible for writing the curriculum, hiring part-time faculty, marketing, advertising, instruction, coordinating with the workforce for clinical work experience placements, creating

an advisory committee, admitting students into the program, and other associated responsibilities. The Allied Health Department also employs a full-time navigation coach and advisor who guides students through the program. Additionally, there are several medical professionals that have committed to teaching the courses created for the program.

The budget for the program exceeds the supply needs and we have allocated funds for the necessary part-time faculty and laboratory assistants. The RCC Science Department chair and the Health Professions Education coordinator have worked to find adequate classroom space for both didactic and lab classes, and some classes will be delivered online. RCC will be accepting between 25 to 30 students into each cohort, and this will enable RCC to continue the program after the grant has expired. For our clinical experience needs, we have commitments of well over 40 placements throughout the Rogue Valley, including Providence Physicians Partners, La Clinica, Asante Physician Partners, and Valley Immediate Care.

Approval Signature		
Name	KC Andrew	Gerald Hamilton
Title	Education Specialist	Commissioner
Date	5/8/14	

The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the Medical Assistant Certificate of Completion (31-44 credits) program at Rogue Community College.

Oregon Department of Community Colleges
 And Workforce Development
 Public Service Building
 255 Capitol St. N.E.
 Salem, Oregon 97310-0203

Action Item

Policy Issue: Staff Action on New Career and Technical Education Programs

**Proposed Community College Program
 State Board Standards--Staff Analysis Abstract**

Name of College:	Southwestern Oregon Community College
Program Title:	Computer Information System (CIS) Digital Design
Proposed Start Date:	Fall 2014
Board Submission Date:	June 19-20, 2014
Type of Program:	

Associate of Applied Science Degree

Credits: 94
 CIP Code: 10.0303
 CIP Title: Prepress/Desktop Publishing and Digital Imaging Design

Option Title

Credits: _____
 CIP Code: _____
 CIP Title: _____

Certificate of Completion

Credits: _____
 CIP Code: _____
 CIP Title: _____

Business and Industry (closed enrollment)

Assurances: The College has met or will meet the four institutional assurances required for program application.

17. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
18. **Continuous Improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested, as needed.
19. **Adverse impact and detrimental duplication.** The college will follow all current laws, rules, and

procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.

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

Summary

The Associate of Applied Science (AAS) Computer Information System (CIS) Digital Design degree is designed to successfully prepare students for careers in the expanding fields of digital design and media productions through an integrated curriculum exposing students to design principles and technical strategies. Upon successful completion of the AAS CIS Digital Design degree, students are prepared for a variety of entry level positions in numerous digital design fields. Students attain knowledge and learn skills to seek careers in creative and support professions within such media industries as film and video, graphic design, production, game development, animation, and web design. Some of the careers available in media include: production designer, camera operator, visual effects production, multimedia producer, duplication, production assistant, graphic artist, art assistant, web designer, and other emerging opportunities.

Program Highlights

Standards: The College has met the five program approval standards.

21. Need	The community college provides clear evidence of the need for the program.
	The Oregon Labor Management Information System (OLMIS) labor market data shows an above average potential for employment in this field. Additionally, high Tech is a statewide economic development strategy as featured at the 2013 Oregon Leadership Summit. Communications, education, and entertainment within Oregon, as well as globally, is shifting from a print world to a digital media environment. In response, there is a need for digital designers skilled in multiple platforms to support the growing digital industries. This program has been designed to support the emerging professions in the digital media arena. The Southwestern Oregon Community College (SWOCC) New Programs committee reviewed the proposal and deemed the program to be closely aligned to the institution's core theme objectives to offer relevant programs, increase student access to contemporary programs, and to promote sustainability through viable programs.

22. Collaboration	The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
	<p>SWOCC consults their Digital Design advisory committee on industry trends and education needs within the industry. The SWOCC Digital Design advisory committee has both local and regional representation. Additionally, a university partner, Southern Oregon University's Emerging Media Digital Arts faculty.</p> <p>Also, SWOCC collaborated with a secondary partner to explore potential secondary - postsecondary pathway potentials in this discipline.</p>
23. Alignment	The community college program is aligned with appropriate education, workforce development, and economic development programs.
	<p>Courses were selected based on input from industry representatives and industry partners. Technical courses were designed to align with Industry developed curriculum and industry certifications. Transfer coursework was included when appropriate to offer students options for 4-year degree transfer options as well as a pathway of Certificates culminating with the AAS.</p> <p>Where appropriate, software-based courses were named and numbered consistent with the common course numbering schema of the Oregon Computer Chairs Council.</p>
24. Design	The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
	<p>Curriculum is designed to promote critical thinking in the application of knowledge and skills and to promote student success in achieving industry certifications and the development of a professional portfolio. Foundational coursework in the arts, related instructions, and technology is accompanied by integrated design curriculum that includes applied art principles, software techniques, and industry standards to promote a well-rounded digital developer with employable skills.</p>
25. Capacity	The community college identifies and has the resources to develop, implement, and sustain the program.
	<p>The college has identified startup grant funding coupled with general fund allocations to provide staff and resources needed for the program.</p>

Approval Signature		
Name	Luis Juarez	Gerald Hamilton
Title	Education Specialist	Commissioner
Date	5/27/2014	

The Commissioner and Staff Recommend Adoption of the Following Resolution:

RESOLVED, that the State Board of Education approve the CIS Digital Design AAS Degree program at Southwestern Oregon Community College.