Oregon Adult High School Diploma

2016–17 Program Manual

Prepared 2014 under contract to
Oregon Office of Community Colleges and Workforce Development

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Revised by CCWD May 2016

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

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RTI International is a trade name of Research Triangle Institute.

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History of the Adult High School Diploma

The Oregon Adult High School Diploma, or AHSD as it is commonly called, was created in the early 1970s to provide an opportunity for individuals with an exemption from compulsory school attendance, or who otherwise are not required to attend school, to earn a rigorous diploma equivalent to an Oregon high school diploma.

The AHSD is designed to meet all state graduation requirements as provided in Oregon Administrative Rule (OAR) 581-022-1130 and enable students to move toward postsecondary education and credentials. As state diploma requirements change, so do AHSD requirements—AHSD programs are required to implement new diploma requirements on the same schedule required by the Oregon Department of Education (ODE).

The AHSD administrative rule[1] and program requirements were last updated in the late 1990s in response to the educational changes[2] in Oregon brought about by the state legislature's passage of the Oregon Educational Act for the 21st Century in 1991. More recently, in 2007, the State Board of Education (SBE) adopted new high school graduation requirements to better prepare students for postsecondary education, careers, and citizenship. These new graduation requirements included revised credit requirements, demonstrated proficiency in Essential Skills, and attainment of personalized learning requirements.

The Office of Community Colleges and Workforce Development (CCWD) worked collaboratively with ODE staff and a community college AHSD advisory committee from 2010 to 2013 to revise the AHSD OAR and program plan requirements to better align with current state graduation requirements and clarify the AHSD target population.

On April 12, 2013, the SBE approved the revised AHSD administrative rule. This manual details the current processes for obtaining and maintaining program approval, describes comprehensive plan requirements, and provides links to helpful resources.

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[1] See OAR 589-007-0600, Adult High School Diploma Program.

[2] Most notable were the additions of a Certificate of Initial Mastery and a Certificate of Advanced Mastery.

Certification of Adult High School Diploma Programs

Program Authority

The State of Oregon Higher Education Coordinating Commission (HECC) oversees the Adult High School Diploma (AHSD) and approves AHSD programs of the community colleges. The Office of Community Colleges and Workforce Development (CCWD), on behalf of the HECC, administers the AHSD program and establishes policies and procedures for the approval and monitoring of local programs. Oregon community colleges are authorized to provide AHSD instructional programs and award AHSDs, subject to HECC approval of the community college AHSD program plan, in accordance with administrative policies and procedures of CCWD.

Once a plan is approved, a college is presumed to maintain an approved AHSD program unless the college has been found to be deficient by the Director of CCWD pursuant to the AHSD plan requirements. The HECC may suspend, revoke, or refuse to renew its approval of an AHSD program if the community college does one of the following:[3]

A. Fails to maintain the requirements specified in Oregon Administrative Rule (OAR) 581-022-1130;

B. Fails to maintain the requirements specified in OAR 589-007-0600; or

C. Refuses to implement corrective actions before the beginning of the next program year or by the end of the granted extension period.

Finally, a community college may request to terminate its AHSD program by submitting a letter of termination from the community college board of education. The letter of termination must specify a timeline and final operating date that conforms to college policy and describe the college's process for notifying enrolled students of the program's termination and implications for their AHSD degree attainment. Programs requesting re-approval are required to follow the *AHSD Program Approval Procedure* identified by CCWD.

[3] See OAR 589-007-0600 for a complete description of policy related to findings of plan deficiencies and required corrective action plans.

Program Approval Procedure

Before the community college may award an AHSD, the college must have an approved program plan on file at CCWD. The plan must be approved by the local community college board of education prior to being filed for review with CCWD and recommendation for approval by the Director of CCWD. The community college will submit the plan to CCWD on a date and in a format described in guidance documents provided by CCWD. The process will be complete when the HECC has approved the plan and the community college has received a letter of authorization from CCWD.

Key Steps for Program Approval[4]

Step 1: Prepare an AHSD program plan[5] that describes how the college will meet OAR 589-007-0600 and submit a draft to CCWD for initial review. CCWD will review the plan and provide comment.

Step 2: Finalize the AHSD program plan and obtain approval from the local community college board of education.

Step 3: Submit the AHSD program plan to CCWD for final review. CCWD will review the plan and make a recommendation to the HECC regarding program approval.

Step 4: Upon approval by the HECC, CCWD will issue a letter of authorization to the college. The college is now authorized to award the ASHD to eligible students.

Step 5: Maintain annual program approval by completing accountability requirements as required by CCWD. If accountability requirements are met, CCWD will issue an annual letter of continuing authorization to the college.

Program Accountability

Programs participate in ongoing program monitoring to ensure compliance with state diploma requirements and to maintain approval of the AHSD program. Colleges submit an annual plan update and statistical report, and participate in on-site evaluations. On-site evaluations will be scheduled when required by CCWD.

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[4] See Appendix G for a current program approval timeline.

[5] See manual section, *Adult High School Diploma Program Plan Requirements*.

Key Steps for Annual Program Accountability[6]

Step 1: Prepare AHSD program accountability requirements[7] and submit to CCWD for review and approval. CCWD will review the accountability materials and provide comments as necessary.

Step 2: If necessary, revise the AHSD program accountability requirements and resubmit to CCWD for final review and approval.

Step 3: Upon approval, CCWD will issue a letter of continuing authorization to the college.

[6] See Appendix H for a current program accountability timeline.

[7] See manual section, *Adult High School Diploma Program Accountability Requirements*.

Adult High School Diploma Program Plan Requirements

The community colleges' Adult High School Diploma (AHSD) program plans must address all of the following requirements.

A. Statement of Assurances

Colleges are required to submit an original signed *Statement of Assurances* to the Office of Community Colleges and Workforce Development (CCWD) each year. This form indicates compliance with Oregon Administrative Rule (OAR) 589-007-0600, AHSD Program (see Appendix A for required *Statement of Assurances*).

B. Foreword

Provide:

1. The college's mission and goals.
2. The AHSD program's mission and goals.

Describe:

3. How the AHSD program aligns with the college's mission.
4. The position and department or division that is responsible for administering the AHSD program.

C. Admissions

Describe the program's admissions requirements, including

1. The minimum age requirement as described in program and college policy.
2. The process for determining a student's exemption status from compulsory attendance (exemption required for individual 18 years old and younger).
3. How the program will determine and document when a student (i.e., a student with or without a transcript, a homeschooled student, or other student) was first enrolled in grade 9, so that they can ensure the student meets the applicable graduation requirements.

   Specific graduation requirements are applied to the year a student entered 9th grade. Therefore, AHSD programs must determine each student's original 9th-grade cohort year and track the diploma requirements applied to that year.

- graduation requirements for students first enrolled in grade 9 prior to the 2008–09 school year
- graduation requirements for students first enrolled in grade 9 during the 2008–09 school year
- graduation requirements for students first enrolled in grade 9 during the 2009–10 school year
- graduation requirements for students first enrolled in grade 9 during the 2010–11 school year and in any subsequent school year.

Resources related to diploma requirements are available at http://www.ode.state.or.us/search/page/?id=1684.

4. The assessment requirements. Describe the program's assessment policy, including

   a) Assessment tools and the specific content area each assesses, and
   b) Minimum entrance scores required in each content area.

5. The transcript evaluation process. Describe the program's transcript evaluation policies and the processes as related to the transcription of these items:

   a) Grades, including minimum acceptable grade to document proficiency (if applicable)
   b) Dual credit
   c) Achievement-based challenge tests (CLEP)
   d) Credit for proficiency
   e) Homeschool grades or credit
   f) Other

   Note: For guidelines on accepting credits from other institutions, see the recommendations of the Northwest Accreditation Commission and the Northwest Commission on Colleges and Universities.

6. Other program-specific admissions requirements.

D. Student Orientation and Advising

Describe the program's orientation and advising process, include the following:

1. The orientation process.

   a) Orientation content, including but not limited to program policies and procedures, instructional programs available, program outcomes and transition options, program expectations for learner participation, goal setting, assessment, support services, record keeping, and age, language, and cultural appropriateness

b) Methods for delivery
c) Orientation schedule
d) Orientation evaluation

2. The academic advising process.

a) Academic and career goal setting
b) Transition options, including career pathways, postsecondary programs, career and technical education programs, other training or education programs, etc.
c) Student support services
d) Partner and community services

E. Student Records—Data Collection and Reporting

Describe the program's policy and procedures for

1. The establishment, maintenance, and security of student records.

2. Maintaining current student and program data, including enrollment, attendance, assessment, and transcript data.

3. Reporting student and program data in D4A and, if applicable, TOPSpro or TOPSpro Enterprise.

F. Services for Students with Disabilities

Describe the program procedures for providing alternative learning opportunities and/or accommodations for students with disabilities.

G. Student Assessment and Completion Criteria

Describe:

1. How students will be assessed to ensure measure of their satisfactory progress and completion of required courses and course outcomes, including

a) Formative assessment methods and
b) Summative assessment methods

2. The program's process for evaluating and documenting proficiency in required Essential Skills, including assessment policy, tools, and timeline (see Appendix B for required chart).

3. The program's policy for acceptable grades to document student completion of course content standards.

4. Other program-specific completion criteria (e.g., minimum GPA, test scores, minimum course grade, college placement exam).

H. Course Offerings

Provide:

1. A list of all community college courses (offered for AHSD credit), including AHSD-level courses and those community college credit courses typically used to meet state graduation (credit) requirements outlined in OAR 581-022-1130 (see Appendix C for sample format or submit an existing college chart for course and graduation requirements alignment, so long as it clearly includes the same information).

2. Course outlines for all courses identified in the program plan (see H.1. above). (Use the college-approved standard format.) At a minimum, course outlines must include these items:

   a) Course title
   b) Course description
   c) Learner outcomes (application)
   d) Course outcomes (content)

Describe:

3. The process used to ensure that courses identified in the program plan (see H.1. above) meet the academic content standards adopted by the State Board of Education (see Appendix D for sample format or submit an existing college chart for course and content standards alignment, so long as it clearly includes the same information).

4. The program's process or formula for determining AHSD credit values for college credit courses and AHSD-level courses.

I. Personalized Learning

Describe the program's processes for (see Appendix E for required chart)

1. Developing an individual education plan and profile to guide learning toward a student's personal, career, and post-high school goals.

2. Ensuring student participation in experiences that connect classroom learning with real-life experiences in the workplace, community, and/or school relevant to the student's education plan.

3. Ensuring students the opportunity to apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

J. Awarding AHSD Credit

Describe how programs will award credit for

1. Courses not included in Section H. (e.g., elective credit or online courses).

2. Proficiency as defined in OAR 581-022-1131 for ODE Credit Options policy (if applicable).

K. Minimum Credit Requirement

Describe the college's minimum credit requirement needed to earn an AHSD, if different from the state minimum of one AHSD academic credit while enrolled in the program. If not different from the state minimum requirement, indicate alignment with state minimum requirement.

L. Other Requirements

Describe other program or college requirements.

M. Recognition of Student Achievement

Describe:

1. Methods used to recognize student progress and achievements.
2. Methods and incentives used to encourage students to transition to post-secondary education or training.

Adult High School Diploma Program Accountability Requirements

In order to participate in ongoing program monitoring, community colleges must address all of the following Adult High School Diploma (AHSD) accountability requirements.

A. Annual Plan Update

The Annual Plan Update is submitted each year by May 30th for the *next* plan year. (A plan update is due May 30, 2016, for plan year 2016–17.)

Provide the following by May 30th:

1. Annual signed Statement of Assurances (see Appendix A for required *Statement of Assurances*).
2. Annual AHSD Plan Update Cover Letter (see Appendix F for required *AHSD Plan Update Cover Letter*).
3. Any revised AHSD plan sections included in the AHSD Plan Update Cover Letter.

B. Annual Statistical Report

The Annual Statistical Report is submitted each year by July 31st for the *previous* plan year. (The statistical report is due July 31, 2016, for plan year 2015–16.)

Provide the following data by July 31st, using Appendix F1:

1. Number of AHSD students enrolled during the program year.
2. Number of students who graduated/received an AHSD during the program year (as reported to D4A).

C. On-site Evaluations

On-site evaluations will be scheduled when required by the Office of Community Colleges and Workforce Development.

Appendix A: Statement of Assurances

Oregon Office of Community Colleges and Workforce Development
FY2015 Adult High School Diploma Program (AHSD) Statement of Assurances

College Name: _____

Submitted for Plan Year: 2016–17

1. The college hereby assures the Office of Community Colleges and Workforce Development (CCWD) that the college will administer the AHSD program covered in Oregon Administrative Rule (OAR) 589-007-0600 in accordance with the provisions and conditions of all applicable state statutes, regulations, and program plan.

The college assures CCWD that:

2. A person eligible for an AHSD shall earn a minimum of one adult high school diploma academic credit while enrolled in the program.
3. The program maintains current transcript information.
4. Course syllabi are available to interested individuals.
5. The program provides instruction, including courses, curriculum, and proficiency assessments, based on academic content standards adopted by the State Board of Education.
6. Each student shall demonstrate proficiency in Essential Skills adopted by the State Board of Education as provided in OAR 581-022-0615.
7. Each student shall develop an education plan and profile that meet the requirements provided in OAR 581-022-1130.
8. Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application as defined in OAR 581-022-0102.
9. Each student shall participate in career-related learning experiences outlined in the education plan as defined in OAR 581-022-0102.
10. Program data collection and reporting practices shall comply with local and state reporting requirements.
11. The program shall participate in ongoing program monitoring as required by CCWD.

To the best of our knowledge and belief, the program plan made herein is in accordance with the terms of the Oregon Office of Community Colleges and Workforce Development's AHSD plan requirements. We agree to comply with all of the preceding assurances and statements.

We hereby certify all of the above:

Typed Name: _____

Signature of
College President: _____ Date: _____

Typed Name: _____

Signature of
Chairman of College Board of Directors: _____ Date: _____

Appendix B: Essential Skills Requirements

College Name: _____ Submitted for Plan Year: 2016–17

The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. Specific Essential Skills graduation requirements are based on the year the student first enrolled in grade 9.

- Students enrolled in grade 9 in 2007–08 and earlier: NA
- Students enrolled in grade 9 in 2008–09: Reading
- Students enrolled in grade 9 in 2009–10: Reading and Writing
- Students enrolled in grade 9 in 2010–11 and beyond: Reading, Writing, and Applied Mathematics

Directions:

1. *Attach any program policies related to essential skills*.
2. ***If there are changes from the 2015-16 approved plan,*** *please complete the table below and submit with Appendix F.* Resources related to Essential Skills are available at http://www.ode.state.or.us/search/page/?id=2042.

Essential Skills	List the state-approved assessment(s) utilized to meet this requirement.	List staff positions/partners responsible for testing.	If work samples are used, describe your process to ensure testing options meet requirements outlined by the Department of Education.	How is meeting the requirement overtly transcripted for the diploma?
1. Read and comprehend a variety of text				
2. Write clearly and accurately				
3. Apply mathematics in a variety of settings				

Appendix C: A Comparison of College and AHSD Courses to Oregon Graduation Requirements

College Name: _____ **Submitted for Plan Year: 2016–17**

Directions:

If there are changes from the 2015-16 approved plan, *please complete the table below and submit with Appendix F.* Resources related to Oregon Diploma Requirements are available at http://www.ode.state.or.us/search/results/?id=368.

A Comparison of College Courses (offered for AHSD credit) to Oregon Graduation Requirements							
State Graduation Requirements	**Community College Credit Courses**					**AHSD-Level Courses**	
24 Units (OAR 581-022-1130)	**Subject/Course Areas**	**College Courses (number)**	**College Credit Value**	**Course Title**	**AHSD Credit Value**	**AHSD-Level Courses (name, number, hours)**	**AHSD Credit Value**
English Language Arts (4 units)	**Written Composition**	**WR 115**	**4**	**Intro to Expository Writing**	**1**	**Writing (x hrs)**	**.5**
	Reading						
	Literature						
	Communication						
Mathematics (3 units at Algebra I and above)	**Algebra**	**MTH 111B/C**	**5**	**College Algebra**	**1**		
	Geometry						

A Comparison of College Courses (offered for AHSD credit) to Oregon Graduation Requirements							
State Graduation Requirements	**Community College Credit Courses**					**AHSD-Level Courses**	
24 Units (OAR 581-022-1130)	**Subject/Course Areas**	**College Courses (number)**	**College Credit Value**	**Course Title**	**AHSD Credit Value**	**AHSD-Level Courses (name, number, hours)**	**AHSD Credit Value**
	Statistics						
Science (3 units, including 2 w/lab experience) *All courses based in scientific inquiry	**General Science**	**BI 121**	**4**	**Intro to HA & Phys I**	**.5**		
	Life Science	**BI 222**	**3**	**Human Genetics**	**1**		
	Earth & Space Science	**G 207**	**3**	**Geology of Pac NW**	**.5**		
	Physical Science	**CH 221-223**	**5**	**General Chemistry**	**1**		
Social Science (3 units)	**U.S. History**	**HST 201**	**4**	**History of the U.S.**	**1**		
	Global Studies & Geography	**GEO 105**	**4**	**Intro to Human Geography**	**1**		
	Civics & Government	**PS 201**	**4**	**U.S. Govt: Foundations and Principles**	**1**		
	Economics (includes personal finance)	**EC 200**	**4**	**Intro to Economics**	**.5**		
		BA 218	**3**	**Personal Finance**	**.5**		
Health Education (1 unit)	**Health Education**	**HE 212**	**4**	**Women's Health**	**1**		

A Comparison of College Courses (offered for AHSD credit) to Oregon Graduation Requirements							
State Graduation Requirements	**Community College Credit Courses**					**AHSD-Level Courses**	
24 Units (OAR 581-022-1130)	**Subject/Course Areas**	**College Courses (number)**	**College Credit Value**	**Course Title**	**AHSD Credit Value**	**AHSD-Level Courses (name, number, hours)**	**AHSD Credit Value**
Physical Education (1 unit)	**PE**	**Any courses except PE 10**	**1 or 2**	**Any PE course except PE x, y, z**	**.5**		
Career & Technical Education, The Arts, or Second Language (3 units)	**Arts**	**ART 101-102**	**4**	**Intro to Art**	**.5**		
	Second Language	**111**	**1/2/3**	**Any Second Language**	**.25 or .5**		
	CTE	**CAS 103**	**1**	**Intro to Windows**	**.25**		
Electives (6 units)	**Electives**	**Any**	**1**	**Any**	**.25**		
		Any	**2**	**Any**	**.5**		
		Any	**3+**	**Any class # below 100**	**.5**		
		Any	**3+**	**Any class # above 100**	**1**		

Appendix D: A Comparison of College and AHSD Courses to Oregon Content Standards

College Name: _____ **Submitted for Plan Year: 2016–17**

Directions:

If there are changes from the 2015-16 approved plan, *please submit, with Appendix F, the college's chart or checklist that provides a comparison of college and Adult High School Diploma courses to Oregon Content Standards. If your program does not have such a document, please see the chart below for an example of a reporting template.* Resources related to Oregon K–12 Academic Content Standards are available at http://www.ode.state.or.us/search/results/?id=53.

Sample Reporting Template

A Comparison of College and AHSD Courses to Oregon Content Standards										
Content Area: English Language Arts										
Subject Area: Writing 11–12.W										
Standard Subsection (if applicable)	**Text Types and Purposes**			**Production and Distribution of Writing**			**Research to Build and Present Knowledge**			**Range of Writing**
Grade, Strand, Standard Number	**W1**	**W2**	**W3**	**W4**	**W5**	**W6**	**W7**	**W8**	**W9**	**W10**
Course 1: (Title)		X		X						
Course 2: (Title)			X		X					
Course 3: (Title)		X	X	X						
Course 4: (Title)				X	X	X				
Course 5: (Title)			X		X	X				

Appendix E: Personalized Learning Requirements

College Name: _____ **Submitted for Plan Year: 2016–17**

Directions:

If there are changes from the 2015-16 approved plan, *please complete the table below and submit with Appendix F*. Resources related to Personalized Learning Requirements are available at http://www.ode.state.or.us/search/page/?id=1669.

Diploma requirement area	List courses (name and number if available) or activities utilized to meet this requirement	Describe the evaluation method and frequency	How are requirements transcripted for the diploma?
Education Plan and Profile: Students will develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.			
Career-Related Learning Experiences: Students will participate in experiences that connect classroom learning with real-life experiences in the workplace, community, and/or school relevant to their education plan.			
Extended Application: Students will apply and extend their knowledge in new and complex situations related to the student's personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real-world contexts.			
Career-Related Learning Standards: Students will demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.			

Appendix F: Annual AHSD Plan Update Cover Letter

College Name: _____

Program Contact: _____

Date Submitted: _____

Submitted for Plan Year: 2016–17

Directions:

Please submit any updates and changes made to the college's Adult High School Diploma (AHSD) program plan (indicate if none) by revising and resubmitting the appropriate section(s) of the plan.

Submit this form, and revised sections, electronically (as an email attachment) to Mary Jane Bagwell (bagwellmj@HECC.OREGON.GOV) no later than May 30, 2016.

Revised sections of the AHSD Plan, submitted here, are (list titles of revised sections):

1.
2.
3.

Appendix F1: Adult High School Diploma Program Annual Statistical Report Form

In order to participate in ongoing Adult High School Diploma (AHSD) program monitoring, community colleges must submit an Annual Statistical Report as outlined in the AHSD Program manual Accountability Requirements. The Annual Statistical Report is due each year by July 31st for the *previous* plan year.

College Name: _____

Program Contact: _____

Date Submitted: _____

Submitted for Program Year: 2015–16

Provide the following data by July 31, 2016

1. Number of AHSD students enrolled during the program year.

2. Number of students who graduated/received an AHSD during the program year (as reported to D4A).

Appendix G: 2013–14 AHSD Program Approval Timeline

NOTE: This Appendix is included in AHSD Program Manuals after 2013-14 for historical/informational purposes only; application for establishment of AHSD Programs is no longer open. Contact CCWD for further information.

Amended Oregon Administrative Rule (OAR) 589-007-0600, Adult High School Diploma (AHSD) Program:	
• Approved by State Board of Education (SBE)	April 12, 2013
• Effective	July 1, 2013
The Department of Community Colleges and Workforce Development (CCWD) releases the *Oregon AHSD 2013–14 Program Manual*:	May 1, 2013
• Colleges prepare AHSD program plans	
Colleges submit draft AHSD program plans to CCWD for initial review:	June 28, 2013
• CCWD reviews the plans and provides comment	August 30, 2013
Colleges finalize the AHSD program plans and obtain approval from the local community college board of education.	
Colleges submit the AHSD program plans to CCWD for final review and recommendation for SBE approval:	November 29, 2013
• CCWD reviews the plans and makes a recommendation to the SBE regarding program approval	March 2014
• SBE approves AHSD plans	April 2014
Upon approval by the SBE, CCWD issues letters of authorization to approved colleges.	May 1, 2014
Colleges with a letter of authorization are now authorized to award the ASHD to eligible students.	

Appendix H: Annual AHSD Program Accountability Timeline

Colleges prepare annual Adult High School Diploma (AHSD) program accountability requirements and submit to the Office of Community Colleges and Workforce Development (CCWD) for review and approval:

1. Annual Plan Update for 2016–17 — May 30, 2016
2. Annual Statistical Report for 2015–16 — July 31, 2016

CCWD reviews the accountability materials and approves or provides comments for revision. If revisions are needed, a deadline will be assigned:

1. Annual Plan Update
2. Annual Statistical Report

Upon approval, CCWD issues letters of continuing authorization to colleges.

Colleges with a letter of continuing authorization are authorized to award the AHSD to eligible students.

Appendix I: OAR 589-007-0600 AHSD Program

Note: The following amended Oregon Administrative Rule (OAR) for the Adult High School Diploma Program was approved by the State Board of Education on April 12, 2013, and will go into effect on July 1, 2013. The public can access the official amended OAR after July 1, 2013, on the Secretary of State's website, http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html. *The language of the official version of the OAR will remain the same. The only modification will be to the historical data that appear below the rule.*

OAR 589-007-0600 Adult High School Diploma Program

The purpose of the Adult High School Diploma program is to provide an opportunity for persons with an exemption from compulsory attendance to earn an Oregon diploma.

(1) Definitions. As used in this rule:

(a) "Adult High School Diploma" or "AHSD" means a diploma that fulfills all state requirements as provided in OAR 581-022-1130 and the community college program requirements as defined in the approved program plan, and is issued by a community college with an approved program plan on file at the Department of Community College and Workforce Development (CCWD).

(b) "Adult high school diploma credit" means credit earned by the student prior to enrolling in or earned outside of the AHSD program for academic coursework, as well as credit awarded by the community college for proficiency and life experience, but does not include credit awarded for challenge tests.

(c) "Adult high school diploma academic credit" means credit earned by the student at the community college for academic coursework, from either secondary level or community college courses.

(2) The State Board of Education (SBE) shall oversee the AHSD as provided in ORS 326.051 and ORS 339.505(1) and approve AHSD programs of the community colleges. The SBE delegates administrative responsibilities to the Commissioner to review and make a recommendation to the SBE regarding program approval.

(3) CCWD shall administer the statewide AHSD program as provided in ORS 341.425 and establish policies and procedures for the approval and monitoring of AHSD programs.

(4) Community colleges are authorized to award the AHSD subject to SBE approval of the community college AHSD plan, consistent with these rules, and consistent with administrative policies and procedures of CCWD.

(5) To be eligible to receive an AHSD, a student shall—

(a) Have an exemption from compulsory attendance as provided in OAR 581-021-0076 and ORS 339.030(2), or otherwise not be required to attend as provided in ORS 339.010;

(b) Fulfill all state requirements as provided in OAR 581-022-1130 or other rules establishing minimum requirements for an Oregon diploma;

(c) Earn at least one adult high school diploma academic credit from a community college with an approved program; and

(d) Fulfill all program requirements as described in the approved community college AHSD program plan.

(6) A community college shall adopt policies and procedures for the approval of the AHSD program plan. These policies and procedures shall provide that:

(a) Before the community college may award an AHSD, the college shall have an approved program plan on file at CCWD. The plan shall be approved by the local community college board of education prior to being filed for review with CCWD and recommendation for approval by the Commissioner. The community college shall submit the plan to CCWD on a date and in a format described in guidance documents provided by CCWD.

(b) The filing process shall be complete when the SBE has approved the plan and the community college has received a letter of authorization from CCWD.

(c) The plan must include but is not limited to:

(A) The statement of assurances described in guidance documents provided by CCWD; and

(B) A description of the following:

(i) Program mission and goals;

(ii) Admission requirements;

(iii) Student orientation and advising;

(iv) Maintenance of student records;

(v) Services for students with disabilities;

(vi) Student assessment and completion criteria;

(vii) Course offerings;

(viii) Personalized learning;

(ix) Awarding adult high school diploma credit;

(x) Minimum credit requirement;

(xi) Other community college or program requirements; and

(xii) Recognition of student achievement.

(7) Once a plan is approved by the SBE, monitoring and evaluation of the approved plan is by CCWD through the Commissioner, pursuant to standards and rules of the SBE. Monitoring and evaluation shall include annual reporting by the community college with such information as CCWD may require.

(8) A community college shall adopt policies and procedures for the annual update of the AHSD program plan. These policies and procedures shall provide that:

(a) The program shall submit annually the signed statement of assurances as required by CCWD.

(b) The program shall submit annually a plan update and statistical reports as required by CCWD.

(c) The program shall participate in ongoing program monitoring and evaluation as required by CCWD.

(9) All community colleges are presumed to maintain an approved AHSD program unless the college has been found to be deficient by the Commissioner, pursuant to the AHSD plan requirements.

(10) If any deficiency is not corrected before the beginning of the program year following the date of the finding of deficiency and if an extension has not been granted under section (11), the Commissioner may recommend to the SBE that AHSD program approval be rescinded until any such deficiency is corrected unless the recommendation would create an undue hardship, as determined pursuant to rules of the SBE.

(11) The Commissioner must submit notification to a community college regarding a deficiency that will require the community college to submit a corrective action plan and a staff member of CCWD staff shall contact the community college and offer technical assistance.

(a) Within 90 days of the finding of deficiency, a community college shall submit a corrective action plan acceptable to the Commissioner for meeting AHSD plan requirements.

(b) When an acceptable plan for meeting AHSD plan requirements has been submitted, the Commissioner may allow an extension of time before recommending program approval be rescinded, not to exceed 12 months, if the Commissioner determines that any such deficiency cannot be corrected or removed before the beginning of the next program year.

(12) Pursuant to rules adopted by the SBE, the Commissioner may extend the time specified for submitting a corrective action plan if the Commissioner determines that a human-created disaster or a natural disaster affects the ability of the community college to comply with the date requirement.

(13) The SBE may suspend, revoke, or refuse to renew its approval of an AHSD program if:

(a) The community college fails to maintain the requirements in OAR 581-022-1130;

(b) The community college fails to maintain the requirements in OAR 589-007-0600; or

(c) The community college refuses to implement corrective actions before the beginning of the next program year or by the end of the granted extension period.

(14) A community college may request to terminate its AHSD program by submitting a letter of termination from the community college board of education.

(15) Program suspension or termination begins on the date that:

(a) The SBE suspends, revokes, or refuses to renew its approval of an AHSD program; or

(b) The college designates as the final operating date in its letter of termination.

(16) Suspended or terminated programs requesting re-approval are required to utilize the *AHSD Program Approval Procedure* identified by CCWD.

Stat. Auth.: ORS 326.051
Stats. Implemented: ORS 341.425
Hist.: 1EB 132, f. 5-19-72, ef. 6-1-72; 1EB 166, f. 2-20-74, ef. 3-11-74; 1EB 263, f. & ef. 7-5-77; 1EB 9-1983, f. & ef. 10-13-83; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-042-0005(5)(a) - (d); ODE 2-2001, f. 1-25-01, cert. ef. 1-26-01; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0650

Appendix J: Links

Oregon Office of Community Colleges and Workforce Development
CCWD Oregon's Adult Basic Skills Education, http://www.oregon.gov/ccwd/Pages/abs/index.aspx

- Adult High School Diploma, including reporting forms
- Indicators of Program Quality

Oregon Department of Education
The Oregon Diploma, http://www.ode.state.or.us/search/results/?id=368

Credit Requirements, http://www.ode.state.or.us/search/page/?id=1681

Diploma At-a-Glance, http://www.ode.state.or.us/search/page/?id=1684

Personalized Learning Requirements, http://www.ode.state.or.us/search/page/?id=1669

- Education Plan and Profile, http://www.ode.state.or.us/search/page/?id=2094
- Career-Related Learning Experiences, http://www.ode.state.or.us/search/page/?id=2095
- Extended Application, http://www.ode.state.or.us/search/page/?id=2095

Essential Skills, http://www.ode.state.or.us/search/page/?id=2042

Credit for Proficiency, http://www.ode.state.or.us/search/results/?id=35

Content Standards, http://www.ode.state.or.us/search/results/?id=53

Oregon Secretary of State
Archives Division—Administrative Rules, http://arcweb.sos.state.or.us/pages/rules/index.html

Office of Community Colleges and Workforce Development Administrative Rules, http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html