HIGHER EDUCATION COORDINATING COMMISSION

FUNDING AND ACHIEVEMENT SUBCOMMITTEE
May 13, 2020
Docket Item #: 3.0

Docket Item:

Permanent Rule Changes Chapter 589 Applied Baccalaureate and Transfer Associate Degrees

Summary:

☐ New Rule ☐ Temporary
☒ Amend Existing Rule ☒ Permanent
☐ Repeal Rule

Prompted by:
☒ State law changes
☐ Federal law changes
☐ Other

Rule amendments are required to implement the Higher Education Coordinating Commission's responsibility to adopt rules to implement ORS 341.005, as amended by Senate Bill 3 (2019) and approve associate degrees HB 2998 (2017). Rules are relevant to community college course and program approval, program descriptions, and program requirements, and community college funding for programs through the Community College Support Fund. Rule amendment also includes description of two new Associate Transfer degrees.

Material:

Document with 10 OARs, and chart of descriptions of amendments on Pg 2.
Text of Temporary Rule Changes

Staff Recommendation:

Staff recommends the Commission approve the attached permanent rule changes, to take effect after filing with the Secretary of State.

Chart of Descriptions of OAR Amendments

OAR Division Description	OAR	Revision Description	Page # in Red-line
General Provisions	589-001-0300	Defines exception for more than two-year full-time attendance to enable AB degree program in community colleges.	1
Comm College Funding	589-002-0110	Specifically excludes FTE for upper division courses in AB program from CCSF reimbursable FTE.	2
Comm College Funding	589-002-0120	Specifically excludes upper division courses included in AB programs from CCSF reimbursement.	4
Comm College Course Approval	589-006-0050	Updates and adds definitions related to AB programs and degree name. Adds description of two new Associate Transfer degrees.	8
Comm College Course Approval	589-006-0100	Updates approval requirements to include details for applied baccalaureate programs.	15
Comm College Course Approval	589-006-0150	Updates Community College responsibilities to include baccalaureate degree level + other updates.	19
Comm College Course Approval	589-006-0200	Update to include Office's authority to approve upper and lower division courses (as req'd by AB).	20
Comm College Course Approval	589-006-0300	Update to include AB program in approval of Career and Technical Education (CTE) courses & programs.	21
Comm College Course Approval	589-006-0350	Includes AB programs in criteria by which community colleges maintain program approval.	24
Comm College Personnel Policies	589-008-0100	Adds details relevant to faculty teaching upper-division courses to guidelines for CC personnel policies.	25

STATEMENT OF NEED

Requirements for COVER PAGE

1. Cover Page for "Statement of Need"

a. Date submitted:

b. Community college name:

c.

d. Program Details

A. Proposed program name and CIP code:

B. Description of program focus and intended occupational outcome:

C. Estimated timeline of key steps between this submission and college's targeted start date:

3. (Details to come.)

2. Contact Information

a. For HECC staff questions on this submission:

Contact name, title, mailing address, email address, office phone.

b. Contact person to be notified for concerns, or inquiries related to collaboration opportunities

Contact name, title, mailing address, email address, office phone.

3. Authority to approve

a. Authorized academic official's signature indicating review and approval of the submission.

Signature line

Print name and title:

b. Date of approval from the community college's Board of Education

NOTE: There is a minimum 90-day period from the date this Statement of Need is first included on the HECC agenda for the full Commission meeting, and the date on which the remaining materials may be submitted for review.

STATEMENT OF NEED

Instructions: Respond to each criteria by providing the information described in the standards.

CRITERIA	STANDARD
1. Relationship to institutional mission, and Oregon's educational goals.	Describe how this program serves Oregon residents (whether first-time or returning students), to obtain a bachelor degree that provides advanced technical/professional knowledge and skills required for specific career positions with Oregon, regional, or local employers.
2. Efforts to maximize use of state resources and state educational goals, while avoiding unnecessary duplication.	a. Identify similar programs offered by public or private higher education institutions in the region, and describe points of similarity and differentiation. Describe unique aspects of the proposed program that differentiate it from similar programs and describe why expansion in programs is desirable or necessary. For traditional classes, provide commuting distances expected for your program and similar other programs. c. How might your institution collaborate with other colleges, universities, businesses, or community organizations to maximize learning opportunities, minimize cost, share teaching resources, or facilitate post-graduation employment?
3. Employers/community has substantive demand for graduates with **baccalaureate level** degree and specific competencies expected for students to achieve in the program.	a. Provide **quantitative** labor skills demand data, based primarily on data from sources such as the Oregon Employment Division's Occupation Profiles Report, EMSI, Burning Glass or other data providers, that supports the need for this program currently and projected forward. b. Describe the relationship between the number of graduates in similar programs and the number of job openings requiring relevant skills and competencies (at baccalaureate level) across local and regional area for a recent time frame. c. Provide insights on industry trends from secondary sources which may include industry data, trade association data, or similar data reports, that help substantiate the need for this program's specific d. Qualitative data such as letters of support, statement of need or other feedback from employers, labor organizations, or professional associations should also be included if available. e. Level of interest in enrolling in bachelor program from individuals with AAS degree (on five-point scale, where 0 is not at all, and 5 is very interested) may serve as helpful insight into student interest. (This is optional element.)
4. Applied baccalaureate program builds on academic, professional or technical degree program(s) or courses offered by the institution.	a. Provide the overall program learning outcomes, and describe how the curriculum design will ensure that all students meet those outcomes. Provide a listing of all requirements, including course numbers and names for specific required courses and sequences. b. Describe if and how this program builds on existing certificate or degree programs at the College. c. Identify how the college will ensure that the total BAS coursework will not require more than 180 total credits, nor more than 90 credits after credits earned from an AAS degree are applied to requirements. d. Describe any resource needs (i.e., faculty, facilities, library resources, learning resources, clinical placement sites, technology, etc.) that will need to be obtained before this program can be offered.

OREGON COMMUNITY COLLEGE POLICY & PLANNING GUIDE

GUIDELINES: PROGRAM PROPOSAL for Bachelor of Applied Science

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) list and brief description of course work needed at junior and senior levels, with sample syllabi. If BAS is intended to be built upon an existing AAS degree, describe how the two programs will be aligned and integrated to assure the upper division courses build upon the AAS to achieve baccalaureate-level rigor and meet necessary program learning outcomes. If the AAS that is expected to funnel students into BAS program requires more than 90 credits, describe how those credits will be applied to BAS requirements so that completing the BAS will require no more than 180 total credits. On the other hand, consider how the AAS may be revised to require only 90 credits. Describe how the program will address the requirements as described in NWCCU's Eligibility Requirement #12, for General Education or Related Instruction. What criteria/process will be used to evaluate achievement of baccalaureate-level learning outcomes and appropriate professional competencies for the program's discipline?
2. Occupational focus in targeted professional or technical fields with input from members of those fields.	Describe how this program has been targeted to fill specific labor market needs within targeted fields, and how professionals from those industries have participated in the program planning or defining program outcomes, program design, or other contributions that help ensure student employment, stability or advancement.
3. Qualified faculty and teaching resources.	Provide a profile of current faculty within the relevant foundational program, describing the educational and/or professional experience. Provide a description of how the institution will attempt to meet the faculty needs for the technical and academic courses by Year 1 of the first two years of upper-division courses. Consider the required FTE for faculty for the various course types: technical course work, general education or related instruction, and academic courses and electives. In addition, provide the total faculty FTE included in the budget plan for the program. Additionally, describe the adequacy or challenges to acquiring access to other needed teaching resources, such as clinical placement sites, internship opportunities, industry partnerships, access to advanced technical or technology resources or other core assets to teaching within an applied baccalaureate program such as your proposal.

4. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
5. Appropriate student services plan.	Describe services and resources that will be needed by the students admitted to the degree program and the college's plan for providing those services for baccalaureate-level students. (Resources should include both broad and program-specific needs, such as clinical placement sites, technical support for electronic or web-based learning, and access to advisors.) Include a description of financial aid services and academic advising that will be available for students admitted into the program.
6. Commitment to build and sustain a quality program. See "Worksheet for Financial Plan"	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses (direct and indirect); and (3) any new facilities, equipment, technology, or instructional resources needed for the program; and (4) anticipated revenue based on reasonable assumptions relative to revenue source.
7. Program specific accreditation.	In addition to providing a copy of the most recent institutional accreditation status report, please indicate whether the institution will seek specialized program accreditation or recognition, and if so, identify the source, any specialized requirements to achieve that status and expected timeline to file for submission and review to that agency.
8. External expert evaluation of program See "Worksheet for External Evaluation"	Select three external experts within the occupational focus of degree, to review the program, and respond to the attached criteria. External experts should represent both a) university level institution, i.e. departmental professor, academic dean or department head and should have relevant experience as a practitioner or instructor; and b) technical manager or professional staff from an enterprise within relevant occupational focus, with depth of knowledge about specific skill sets/competencies needed by competitive workforce members. Summarize the institution's responses to the reviewers' comments and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators. Provide copies of external evaluators' report or letters, within a separate document, not attached to Proposal, and transmit separately to HECC staff.
8. Collaborative plans or unresolved concerns.	a) Provide a summary of how College will be collaborating with other colleges or universities relative to this program. Provide details on how collaboration may increase access, ensure greater equity, improve program quality or improve use of state resources relative to educating students. b) Provide summary of content and status of discussion if any other institution raised concerns with you about any aspect of your proposal for this program. If these issues remain unresolved, or incomplete, please include the relevant name and contact information for the other parties. Detail for section (b) may be provided via email, and not included in the formal proposal.

Office of Community Colleges and Workforce Development

Chapter 589 OAR Amendments

DIVISION 1 GENERAL PROVISIONS

589-001-0300

Definitions for OAR Chapter 589, Divisions 1 through ~~10~~20

For the purposes of OAR chapter 589, divisions 001 through 020, the following definitions apply:

(1) “Executive Director” means the Executive Director appointed under ORS 350.065~~1.735~~ by the Commission.

(2) "Director" means the Director of the Office of Community Colleges and Workforce Development appointed under ORS 350.160~~1.762~~;

(3) "Board" means the board of education of a community college district;

(4) “Commission” means the Higher Education Coordinating Commission;

~~established under ORS 351.715.~~

(5) "Office" means the Office of Community Colleges and Workforce Development;

(6) “Community College" means a public institution operated by a community college district for the purposes of providing courses of study generally limited to not more than two years' full-time attendance and designed to meet the needs of a geographical area by providing educational services, including but not limited to professional technical education programs or lower division collegiate programs.

(a) The two-year attendance limitation described in Section (6) does not apply to:

(A) Technical programs in which the curriculum may require more than two years of attendance but less than four years; or

(B) Applied baccalaureate degree programs.

(7) "Community College District" or "District" means a district formed under ORS Chapter 341 to operate one or more community colleges or to secure educational services available at a community college.

(8) "Full-Time Equivalent (FTE) Student", for the purpose of receiving state reimbursement, ~~means~~ represents a student who carries 510 clock hours over three terms of instruction.

(9) "Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (~~7~~8) of this rule whose earned hours qualify the district for cost reimbursement by the State of Oregon in accordance with OAR 589-002-0100, et seq.

(10) "Term Hour" means a 50-minute period of course work a week per student for approximately one-third of a school year.

Statutory/Other Authority: ORS ~~326.051~~350.075 & ORS 341.013
Statutes/Other Implemented: ORS ~~326.051~~ ORS 348.910

History: DCCWD 5-2015, f. & cert. ef. 10-30-15; EB 12-1991, f. & cert. ef. 7-19-91; EB 8-1995, f. & cert. ef. 3-6-95; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-041-0020;

DIVISION 2 COMMUNITY COLLEGE FUNDING

589-002-0110
Definitions

The following definitions apply to OAR 589-002-0100 through 589-002-0130.

(1) "Total Public Resources (TPR)" is what the Community College Support Fund formula considers 100% of the next year's imposed property tax revenue and the General Fund appropriation from the legislature. TPR does not include tuition and fees paid by students.

(2) "Base Payment" is an allocation made from the Community College Support Fund which provides funding for basic community college district operations that are essential and do not vary in direct proportion to the districts' Full-Time Equivalent (FTE) student enrollment. The base allocation increases stability and predictability of funding for individual colleges.

(3) "Equalization" means equal public resource support per funded FTE, regardless of community college district, and exclusive of the base. Equalization is measured by dividing Total Public Resources, exclusive of the base, by funded FTE.

(4) "Property tax revenues" means the amount determined by the Department of Revenue to be imposed on local property following the application of limits imposed by sections 11(b)(1) through 11(b)(3), Article XI, of the Oregon Constitution, and those limits imposed by legislation implementing Ballot Measure 50. This amount becomes the basis for operation of the funding formula without regard to uncollectible taxes, or taxes collected from previous years. Taxes levied or imposed by a community college district to provide a public library system shall be excluded from the definition of property taxes in this rule. Property tax revenues raised through voter approval of any local option or capital construction levy are not to be included as a resource to be distributed through the funding formula.

(5) "Community College Support Fund (CCSF)" is funding received through the state's General Fund appropriation and distributed to the community college districts for funding educational programs.

(6) "Full-Time Equivalent (FTE) student" for the purpose of receiving state reimbursement, means a student who carries 510 clock hours over three terms of instruction for all terms including a fall 12-week term. All colleges with an 11-week fall term will have their fall term clock hours increased to the equivalent 12-week hours for the purpose of calculating reimbursable FTE.

(7) "Total Reimbursable FTE" means full-time equivalent students that are eligible for state reimbursement. These students must receive instruction from community college districts through either a contracted out-of-district (COD) agreement described in OAR 589-002-0600, an agreement to provide services to state penitentiary or correctional institution inmates described in OAR 589-002-0700, or are CCSF reimbursable FTE, described in ~~Section 8 of this rule and in OAR 589-002-0110~~ Sections (2) through (5) and Section (8) of this rule.

(8) "CCSF Reimbursable FTE" means full-time equivalent students that are eligible, as described in OAR 589-002-0110 Sections (2) through (5) of this rule, for state funding through the CCSF Funding

Distribution Formula, before the application of the Annual Growth Factor (AGF)~~.~~ and less any adjustments for FTE of upper division courses included in applied baccalaureate programs (defined in OAR 589-006-0050).

(9) “Contracted Out-of-District (COD) Reimbursable FTE” means full-time equivalent students that are not residents in the community college district that they are attending and for which the community college district has a contract to provide educational services with an entity in the geographic area from which the student resides. COD reimbursable FTE must meet all other requirements of a CCSF reimbursable FTE. The community college district must have a contract in place with the ~~Department~~ Office of Community Colleges and Workforce Development in order to receive reimbursement.

(10) “Fundable FTE” is the number of full-time equivalent students that are at or below each community college district’s FTE Cap. Fundable FTE is the lesser of either the CCSF reimbursable FTE or the FTE cap. This number is used in the three-year weighted average calculation that determines a community college district’s funded FTE as described in Section 11 of this rule.

(11) “Funded FTE” is the community college district’s number of full-time equivalent students used in the formula to distribute the CCSF funding for each community college district. This number is buffered to prevent significant changes in a community college district’s funding due to variability in student enrollment. It is calculated using a three-year weighted average of fundable FTE with the first year prior to current fundable FTE weighted at 40%, second year prior to current fundable FTE weighted at 30%, and third year prior to current fundable FTE weighted at 30%.

(12) “Total Funded FTE" is the sum of all community college districts’ funded FTE for a fiscal year.

(13) “FTE Cap” is the maximum number of CCSF reimbursable FTE per community college district, which may be included in the funding formula calculation. The FTE cap is determined by applying the annual growth factor and may be adjusted by the preliminary FTE cap as described in Section 14.

(14) “Preliminary FTE Cap” is a tool that allows a community college district to recover fundable FTE within one year, if the district’s CCSF reimbursable FTE is less than the FTE cap. There are two preliminary FTE caps. The first is based on the FTE cap from one year prior and the second is based on the prior year’s fundable FTE. The annual growth factor (as defined in Section 19 below) is applied to each. The current year’s FTE cap is the greater of these two numbers.

(15) “Growth Management” means the application of the Growth Management Component in combination with each community college district’s FTE cap.

(16) “Biennial Growth Management Component” is the percent change, from one biennium to the next, of the total number of FTE for all community college districts that could be included in the funding formula without reducing resources available per FTE. The biennial growth management component is determined by the amount of total public resources available for the current biennium compared to the prior biennium and the estimated increased cost of FTE.

(17) “Higher Education Coordinating Commission’s Biennial Quality Growth Factor” is a policy lever that allows the number of FTE that will be counted for funding purposes to be above or below the Biennial Growth Management Component.

(18) “Total Biennial Growth Management Component” is the sum of the Biennial Growth Management Component and the Higher Education Coordinating Commission’s Biennial Quality Growth Factor.

(19) “Annual Growth Factor (AGF)” is one-half of the Biennial Growth Management Component.

Statutory/Other Authority: ORS ~~326.051~~350.075, 341.015, 341.022, 341.317, 341.440, 341.525, ~~341.528,~~ 341.626 & 341.665
Statutes/Other Implemented: ORS 341.626
History:
DCCWD 5-2015, f. & cert. ef. 10-30-15
DCCWD 3-2015(Temp), f. & cert. ef. 10-12-15 thru 4-8-16
DCCWD 3-2013, f. & cert. ef. 6-11-13
DCCWD 3-2012, f. & cert. ef. 12-26-12
DCCWD 1-2012(Temp), f. & cert. ef. 7-17-12 thru 1-10-13

589-002-0120
Community College Support Fund Distribution Methodology

(1) The Community College Support Fund (CCSF) shall be distributed in equal payments as follows:

(a) For the first year of the biennium, August 15, October 15, January 15, and April 15;

(b) For the second year of the biennium, August 15, October 15, and January 15;

(c) The final payment of each biennium is deferred until July 15 of the following biennium as directed by the legislature.

(d) Should any of the dates set forth above occur on a weekend, payment shall be made on the next business day.

(e) All payments, made before actual property taxes imposed by each district are certified by the Oregon Department of Revenue, shall be based on the department's best estimate of quarterly entitlement using property tax revenue projections. Payments shall be recalculated each year as actual property tax revenues become available from the Oregon Department of Revenue and any adjustments will be made in the final payment(s) of the fiscal year.

(2) Community college districts shall be required to submit enrollment reports in the format specified by the commissioner, including numbers of clock hours realized for all coursework, in a term-end enrollment report by the Friday of the sixth week following the close of each term. If reports are outstanding at the time of the quarterly payments, payment to the district(s) not reporting may be delayed at the discretion of the commissioner.

(a) All payments, made before actual Full-Time Equivalent (FTE) student enrollment data are available shall be based on the department's best estimate of quarterly entitlement using student enrollment data from previous years.

(b) Payments shall be recalculated each year as FTE student enrollment data become available and any adjustments will be made in the fiscal year.

(3) Reimbursement from the CCSF shall be made for career technical education, lower-division collegiate, developmental education and other courses approved by the ~~state board~~Commission in accordance with OAR 589-006-0100 through 589-006-0400, but excluding upper division courses included in applied baccalaureate programs, defined in 589-006-0050 and described in 589-006-0100, Section (7). State reimbursement is not available for hobby and recreation courses as defined in 589-006-0400.

(4) Residents of the State of Oregon and the states of Idaho, Washington, Nevada, and California shall be counted as part of each community college district's CCSF reimbursable FTE, but only for those students who take part in coursework offered within Oregon's boundaries.

(5) State funding for community college district. Operations is appropriated by the legislature on a biennial basis to the CCSF. The amount of state funds available for each biennium and for distribution through the funding formula shall be calculated based on the following:

(a) Funds to support services provided to inmates of state penitentiary and correctional institutions by community college districts shall be subtracted from the amount allocated to the CCSF before the formula is calculated. The amount available for services provided to inmates shall be equal to the funding amount in the preceding biennium, except as adjusted to reflect the same percentage increase or decrease realized in the overall CCSF appropriation. The distribution method of CCSF funding for individual state penitentiary and correction institution programs provided by community college districts will be determined in consultation between the agency and the Department of Corrections.

(b) Funds to support contracted out-of-district (COD) programs described in OAR 589-002-0600 shall be subtracted from the amount allocated to the CCSF before the formula is calculated.

(A) A community college district providing contracted out-of-district services will receive an allocation equal to the college's number of reimbursable COD FTE multiplied by the statewide average of non-base community college support funds per total funded FTE. The average funds per total funded FTE is based on the same year COD services are provided.

(B) The allocation is distributed after the reimbursable COD FTE has been reported to CCWD for the full academic year. An adjustment to the allocation may be made if the final audited FTE is significantly different than the COD FTE from which the allocation was made.

(C) Beginning July 1, 2014, to be eligible for a COD allocation, each participating community college district must:

(i) Provide the department with a copy of the agreement between the community college district and the local participating entity by October 1 of each service year.

(ii) Enter into a contract with the department by January 1 of the service year for a COD allocation payment.

(iii) Follow all requirements found in OAR 589-002-0600.

(D) Section (5)(b)(A) and (B) of this rule applies to COD contracts that were in effect starting with the 2012–13 fiscal year.

(i) Funds to support targeted investments such as distributed learning shall be subtracted from the amount allocated to the CCSF before the formula is calculated. The amount available for these investments shall be equal to the funding amount in the preceding biennium, except as adjusted to reflect the same percentage change to the current biennium's total CCSF appropriation.

(ii) Funds remaining in the CCSF shall be distributed through the formula as described in section 6.

(iii) State general fund and local property taxes for territories annexed or formed effective June 1, 1996 or later shall not be included in the funding formula for the first three years of service. Additionally, the FTE generated in newly annexed territories shall not impact the funding formula during the first three

years of service. Beginning in the fourth year, funding will be distributed through the formula as outlined in this rule.

(6) Distribution of funds to community college districts from the CCSF shall be accomplished through a formula, based on the following factors:

(a) Base Payment: Effective for the 2015-16 fiscal year, each community college district shall receive a base payment of $819 for each Weighted Reimbursable FTE up to 1,100 and $409.50 per FTE for unrealized enrollments between actual Weighted Reimbursable FTE and 1,100 FTE. Each year thereafter, the base payment will be adjusted by the ~~amount of the annual seasonally unadjusted Portland CPI-U of~~ most appropriate consumer price index calculation of the prior year. The base payment for each community college district will be adjusted according to the size of the district. Community college district size for purposes of this adjustment will be determined each year by the number of funded FTE for each community college district set forth in section (~~8~~6)(b)(B) of this rule. The base payment adjustments shall be:

(A) 0–750 FTE 1.3513;

(B) 751–1,250 FTE 1.2784;

(C) 1,251–1,750 FTE 1.2062;

(D) 1,751–2,250 FTE 1.1347;

(E) 2,251–2,750 FTE 1.0641;

(F) 2,751–3,250 FTE 1.0108;

(G) 3,251–3,750 FTE 1.0081;

(H) 3,751–4,250 FTE 1.0054;

(I) 4,251–4,999 FTE 1.0027;

(J) 5,000 or more FTE 1.000.

(b) Student-Centered Funding: The formula is designed to distribute the CCSF is based on each community college district's FTE.

(A) The equalized amount per FTE is determined by dividing Total Public Resources (TPR) — excluding base payments, contracted out-of-district payments, and any other payments directed by the ~~State Board~~Commission or the legislature — by funded FTE. The department shall make the calculation based on submission of FTE reports by community college districts and in accordance with established FTE principles.

(B) To determine the number of funded FTE for each community college district, a three-year weighted average of fundable FTE for each community college district will be used with the first year prior to current fundable FTE weighted at 40%, second year prior to current fundable FTE weighted at 30%, and third year prior to current fundable FTE weighted at 30%.

(c) Beginning with the 2011–13 biennium, a Biennial Growth Management Component ~~is~~ was added to the calculation of each community college district's funded FTE. The purpose of the Biennial Growth Management Component is to manage the level of total public resource available per FTE within the total public resources available. Beginning with the 2017-19 biennium, the Growth Management Component shall only apply to reimbursable FTE at or above 1101.

(A) The methodology for calculating the base year and subsequent biennial growth management component is displayed in Table 1 "Community College Support Fund Growth Management Calculation Tables" and is available through the following hyperlink. [Table not included. See ED. NOTE.]

(B) The calculations that will implement the Growth Management Component in the CCSF Distribution Formula Model are available in Table 2. "Formula Calculation of Fundable FTE by Community College District." [Table not included. See ED. NOTE.]

(~~(~~C) The ~~state board~~Commission has authority, on a biennial basis to, set the "quality growth factor" that may increase or decrease the number of FTE that will be counted for funding purposes above or below the Biennial Growth Management Component. The ~~state board~~Commission will consider the following principles as guidelines for setting the "quality growth factor":

(i) Balance the desire to support growth beyond that which is funded through the funding formula distribution model with the desire to enhance quality by increasing the level of funding provided on a per-student FTE basis.

(ii) The TPR per FTE should not erode by more than 5% on an annual basis.

(iii) Where current TPR per FTE is determined to be insufficient to support the "quality of education" desired, a growth factor could be established that would increase the TPR per FTE.

(iv) If revenue is significantly reduced during a biennium, the ~~Board~~ Commission may reduce the "quality growth factor".

[ED.NOTE: Tables referenced are available from the agency.]

Statutory/Other Authority: ORS ~~326.051~~350.075, 341.015, 341.022, 341.317, 341.440, 341.525, 341.528, 341.626 & 341.665
Statutes/Other Implemented: ORS 341.626
History:
CCWD 1-2017, f. 4-24-17, cert. ef. 7-1-17
CCWD 1-2016, f. & cert. ef. 2-12-16
DCCWD 5-2015, f. & cert. ef. 10-30-15
DCCWD 2-2015, f. & cert. ef. 6-15-15
DCCWD 3-2014, f. & cert. ef. 3-20-14
DCCWD 6-2013(Temp), f. & cert. ef. 12-16-13 thru 6-13-14
DCCWD 3-2013, f. & cert. ef. 6-11-13
DCCWD 3-2012, f. & cert. ef. 12-26-12
DCCWD 1-2012(Temp), f. & cert. ef. 7-17-12 thru 1-10-13

Division 6
COMMUNITY COLLEGE COURSE APPROVAL

589-006-0050
Definitions

For the purposes of division 6 of chapter 589, the following definitions apply:

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

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

(~~2~~3) "Associate degree" ~~means~~ is a state-approved lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board.

(~~3~~4) "Associate of Applied Science (AAS)" ~~means~~ is a state-approved associate degree that ~~is intended to~~ prepares graduates for direct entry into the workforce,~~AAS degrees may also help to prepare students~~ ~~for~~ career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.

(~~4~~5)"Associate of Applied Science degree option" ~~means~~ is a transcripted specialization within a state-approved ~~associate~~ AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.

(~~5~~6) "Associate of Arts Oregon Transfer (AAOT) degree" ~~means~~ is a state-~~approved~~ authorized associate degree that ~~is intended to~~ prepares students to transfer into upper division courses ~~for~~ within a baccalaureate degree program.

(7) "Associate of Arts Transfer degree" is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and published on the HECC website.

(~~6~~8) "Associate of General Studies" ~~means~~ is an associate degree that ~~is intended to~~ meets ~~the~~ individual students' needs using a variety of lower-division collegiate-level courses to meet degree requirements.

(~~7~~9) "Associate of Science" ~~means~~ is a state-~~approved~~ authorized associate degree that is intended to prepare students to transfer into ~~an upper division~~ a baccalaureate degree program in areas such as

Business, Science, Mathematics ~~and~~ or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.

(10) "Associate of Science Transfer Degree" is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Science degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Science Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and will be published on the HECC website.

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

(12) "Board" refers to the board of education of a community college district.

(~~8~~13) "Business and Industry Based program" ~~means~~ is an Associate of Applied Science degree or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.

(~~9~~14) "Career Pathways Certificate of Completion" ~~means~~ is a ~~form of~~ certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates ~~pertain~~ are a ~~grouping~~ collection of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) degree~~/~~, option, or an Independent Certificate of Completion (with ~~a minimum size~~ at least ~~of~~ 45 credits)~~,~~. A Career Pathways Certificate also has ~~have~~ a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.

(~~10~~15) "Career and Technical Education (CTE) courses" refers to ~~the~~ collegiate-level ~~occupational preparatory or occupational supplementary~~ courses that are designed to prepare persons for entrance into employment, stability, ~~and~~ or advancement in specific occupations or clusters of closely related occupations. ~~Career Technical Education~~ CTE courses ~~include~~ may be categorized as ~~both~~ occupational preparatory ~~and~~ or occupational supplementary courses.

(~~(11~~16) "Career and Technical Education (CTE) program" ~~means~~ refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. ~~Career Technical Education~~ CTE programs result in the achievement of a ~~state-approved~~ certificate of completion, associate of applied science degree or ~~associate of applied science degree~~ option, or a bachelor of applied science degree program which has been approved by the community college board and the Commission or its ~~designees~~designee.

(~~12~~17) "Certificate of Completion" ~~means~~ refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of ~~completion~~ Completion must ~~be state-approved,~~ have a defined job entry point, represent collegiate-level work, be credit bearing, ~~and~~ meet Commission standards and criteria~~.~~ and be approved by the community college board and the Commission or its ~~designees~~designee.

(~~13~~18) "Clock or contact hours" means one clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly-scheduled break or passing period.

(~~14~~19) "Collegiate-level work" means course and program content that provides skills and ~~information~~ knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application ~~in~~ by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career and Technical Education and other courses that exceed fundamental basic skills ~~,~~ and workplace readiness ~~and fundamental basic skills~~. Courses must be collegiate-level if used to fulfill a requirement in a~~n~~ bachelor of applied science degree program, associate degree~~,~~ or option, or a certificate of completion program.

(20) "Commission" means the Higher Education Coordinating Commission established by ORS 351.715.

(~~15~~21) "Complementary courses in general education" ~~means as~~are courses that are designed to serve as supportive parts of Career and Technical Education. They are designed to aid students in attaining a higher degree of self-development and to assist the student to make a maximum contribution as a citizen in a democratic society.

(~~16~~22) "Continuing education units (CEUs)" ~~means~~ refers to a form of recognition given for completion of a unit of training for selected occupational supplementary courses. CEUs are based on time attended and not on the assessment of learning.

(~~17~~23) "Credit" ~~Awarding credit means an indication or certification by~~ is the means by which a school indicates or certifies that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered for credit by the school.

(~~18~~24) "Credit course" means courses offered by the college for which successful completion ~~as part of a lower division transfer degree or approved Career Technical Education program.~~ applies toward requirements of transfer degrees, associate degrees, bachelor degrees or other Career and Technical Education (CTE) programs.

(~~19~~25) "Degree" means any academic or honorary title, rank or status that may be used for any purpose whatsoever, which is designated by a symbol or series of letters or words such as, but not limited to associate, bachelor, master, or ~~doctor,~~doctorate and forms or abbreviations thereof that ~~signifies, purports, or~~ may generally be taken to signify:

(a) Completion of a ~~course~~ program of instruction at the college or university level; or

(b) Demonstration of achievement or proficiency comparable to such completion; or

(c) Recognition for nonacademic learning, public service or any other reason of distinction comparable to such completion.

(~~20~~26) "Deleted program" ~~means~~ refers to the permanent elimination of a program previously approved by a community college board~~s~~ and the Commission or its designee.

(~~21~~27) "Detrimental duplication" means a situation that occurs when recruitment of students for a new program or location ~~will tend to~~ could redirect prospects from a fixed pool concomitant with the application of publicly funded educational cost subsidies, thereby significantly reducing enrollment in existing similar programs for which student financial aid is available but the number of prospective

enrollees is limited by non-financial factors such as interest, qualifications needed for admission, internship openings for students, and job openings for graduates.

(~~22~~28) "Direct control" means the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through management and supervision by faculty and institutional administrators.

(~~23) "Educational programs" means state-approved certificates of completion and associate degree programs.~~

~~(~~24~~29) "General education" refers to ~~means the introduction to the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, mathematics, and the social sciences and helps students develop the mental skills that will make them more effective learners and citizens in a democratic society.~~ an essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.

~~(25) "Commission" means the Higher Education Coordinating Commission established by ORS 351.715.~~

(~~26~~30) "Hobby course" means any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works.

(~~27~~31) "Intersegmental" means across segments of education. See "Segment of education."

(~~28~~32) "Laboratory or lab" means an instructional setting in which students work independently with the instructor available ~~and~~ in the instructional area for assistance and supervision.

(~~29~~33) "Lecture" means an instructional setting in which the instructor ~~delivers~~ presents academic subject information.

(~~30~~34) "Lecture ~~or~~ and laboratory" ~~(lecture or lab)"~~ ~~means~~ is an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success.

(~~31~~35) "Local community college program approval" means the approval by the local community college board of education or its designee, indicating that a program has met or exceeded local community college program standards and processes prior to being submitted to the Commission or its designee for review.

(~~32~~36) "Lower Division Collegiate (LDC)" means collegiate-level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions, and are generally accepted for transfer by Oregon's public higher education institutions.

(~~33~~37) "New location of an approved program" means a facility where students collectively may receive instruction in the program face-to-face or through ~~telecommunications~~ technology in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is located in Oregon.

(~~34~~38) "New program" means any program not previously approved by the Commission~~, the Office of Degree Authorization~~ or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs.

(~~35~~39) "Non-credit course" means a course that does not offer college credit for completion and generally cannot be used as part of a credit-based degree or certificate program. ~~No assessment of learning is generally takes place.~~

(~~36~~40) “Non-credit Training Certificate” ~~means a form of recognition awarded by a community college made up of a single stand-alone course or a series of courses that do not offer college credit for completion. An assessment of measurable outcomes or mastery of learning or knowledge is required.~~(NCTC) is a certificate that is made up of either a single noncredit course or a group of noncredit courses.– The NCTC must be between 18 and 210 hours in length and requires at least one assessment of measurable outcomes or mastery of learning or knowledge.– The NCTC must also be transcripted.

(~~37~~41) "Occupational preparatory program" means a ~~state-approved~~ CTE program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory course" refers to courses not included in one or more of a community college's existing approved programs.

(~~38~~42) "Occupational supplementary program" ~~means~~ refers to a ~~state-approved~~ CTE program designed for individuals who have already entered an occupation, ~~and seek~~ to improve their occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.

(~~39~~43) "Office" means the Office of Community Colleges and Workforce Development;

(~~40~~44) "Other education courses" ~~means~~ - refers to general self-improvement courses intended primarily for adults. ~~and independent of Career Technical Education or lower division curricula.~~ These courses include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories. These course are independent of Career and Technical Education- (CTE) or lower division curricula and are not intended for programs that may lead toward a baccalaureate degree. However, ~~These~~ these courses may be used as prerequisite and elective courses in ~~Career Technical Education~~CTE degree and certificate programs. ~~Other education courses include areas of instruction not otherwise included in the Career Technical Education and lower division collegiate categories. Other education course areas include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories~~

(~~41~~45) "Program" means any organized teaching and learning activity in which successful completion qualifies a student for a degree, a certificate of substantial academic or vocational learning short of a degree, a certificate of preparation related to new or modified occupational licensure, or another academic or vocational certificate that represents a shorter period of activity but has value as a public credential.

((~~42~~46) "Program amendment" means a change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes ~~and~~ or titles.

(~~43~~47) "Program approval" means the process by which the local community college Board of Education and the Commission- ~~acknowledge~~ determine that a program has met the applicable program standards

and requirements of the ~~local~~ board and Commission or its ~~designees~~designee. ~~Program approval also includes the authorization of the program by the Office of Degree Authorization.~~

(~~44~~48) "Publicly funded" means controlled by an agency of government or by a public corporation as occurs in Oregon community colleges, institutions of higher education, and the Oregon Health & Science University, regardless of specific sources and applications of funds, or controlled by a private entity but subsidized with appropriated public funds received directly for program operation rather than indirectly in the form of student financial aid.

(~~45~~49) "Recognition award" means an award given to a student by a community college for completion of a state-approved course or courses or for attendance and participation in workshops or seminars. Recognition awards may not be called "certificates of completion" or "certificates" and may not be included on the official student transcript.

(~~46~~50) "Recreational course" means any directed activity in which individuals participate with the purpose of engaging in physical activity, except those activities which focus on physical fitness or which directly relate to the initial skill development of physical activities in which individuals could reasonably be expected to participate during most of their adult lives.

(~~47~~51) "Related instruction"~~ means~~ is relevant to programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. ~~They must contain~~ "Related instruction"~~"~~ refers to a recognizable body of instruction in program-related areas of communication, computation and human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

(~~48~~52) "Segment of education" refers to any one of the following:

(a) Oregon community colleges, community college districts, or service districts, together with every other postsecondary program or location ultimately sponsored by the Commission;

(b) Oregon ~~state-owned~~ institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the Commission;

(c) The Oregon Health & Science University, any hereafter created public corporations for higher education, and any organizational units of such public corporations, together with every postsecondary program or location under their ultimate sponsorship;

(d) Private Oregon degree-granting institutions and organizations and all non-Oregon entities offering residential instruction in Oregon for credit toward full degrees approved by the Office of Degree Authorization, together with every postsecondary program or location they sponsor; and

(e) Private non-degree career schools offering instruction in Oregon and licensed under ORS 345, together with every postsecondary program or location they sponsor.

~~(49) "Stand-alone occupational preparatory courses" means courses designed for individuals seeking to build knowledge and skills for initial employment in an area not included in one or more of a community college's existing approved Associate of Applied Science degree or certificate of completion programs.~~

(~~50~~53) "Statewide or regional consortium program" means an associate of applied science or certificate of completion program which is developed, applied for and continuously monitored by a partnership of

colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.

(~~51~~54) "State-approved program" means a community college certificate of completion, or associate degree program that has met and continues to meet the standards and criteria of the Commission. ~~and has received authorization by the Office of Degree Authorization.~~

(~~52~~55) "Suspended program" means the temporary removal of a state-approved program from the overall curriculum of a community college by the local community college board of education or their designee.

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

Statutory/Other Authority: ~~ORS 326.051~~ ORS 350.075, ORS 350.150 [2019]

Statutes/Other Implemented: ORS 348.910, ~~ORS 341.425~~ - ORS 341.013 & ORS 341.465
History:
CCWD 3-2018, amend filed 07/18/2018, effective 07/18/2018
CCWD 1-2018, temporary amend filed 04/20/2018, effective 04/20/2018 through 10/16/2018
DCCWD 5-2015, f. & cert. ef. 10-30-15
DCCWD 4-2015, f. & cert. ef. 10-13-15
DCCWD 5-2014, f. & cert. ef. 7-22-14
DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9-10-14
DCCWD 3-2007, f. & cert. ef. 9-6-07
DCCWD 1-2007(Temp), f. & cert. ef. 6-15-07 thru 12-11-07
DCCWD 5-2003, f. & cert. ef. 10-20-03
DCCWD 1-2003, f. & cert. ef. 1-9-03

589-006-0100
General Community College Program Approval Requirements

(1) The Commission has responsibility for approval of community college educational programs and locations.

(2) The Commission shall provide community college district boards of education with the policies, standards, criteria, and procedures the Commission will utilize to approve certificates of completion, ~~and~~ associate degree ~~programs~~, and applied baccalaureate degree programs and new locations for previously approved programs. ~~Such~~ Policies, standards, criteria, and~~,~~ procedures shall be included in the ~~Certificate of Completion and Associate Degree Approval Procedures~~ Oregon Community College Policy and Planning Guide identified by the ~~department~~ Office.

~~(3) The Commission shall ensure that new community college educational programs have been authorized by the Office of Degree Authorization prior to providing the local community college with final approval of new community college programs and locations.~~

(~~4~~3) Requests for approval of new applied baccalaureate, associate degree, associate degree option and certificate of completion programs must be submitted by the community college board of education to the Commission according to policies, standards, criteria and procedures detailed in the Oregon Community College Policy and Planning Guide, and must be approved prior to commencement of the program.

(4) Applied baccalaureate programs offered by community colleges will culminate in the award of the Bachelor of Applied Science degree. Each applied baccalaureate degree program shall conform to the specific degree requirements as identified in the Oregon Community College Policy and Planning Guide.

(5) Associate degree programs offered by community colleges may include Associate of Arts Oregon Transfer degree, Associate of Science, Associate of Applied Science and Associate of General Studies. Each associate degree program shall conform to the specific degree requirements as identified in the ~~Certificate of Completion and Associate Degree Approval Procedures~~Oregon Community College Policy and Planning Guide. ~~identified by the Office.~~

(6) Certificate of completion programs offered by community colleges shall include less than one-year, one-year, greater than one-year, and two-year certificates of completion. Each certificate of completion shall conform to the specific certificate of completion requirements ~~as~~ identified in the ~~Certificate of Completion and Associate Degree Approval Procedures~~Oregon Community College Policy and Planning Guide~~.~~ ~~identified by the Office~~.

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

(a) The first document to be submitted for staff review is the Statement of Need. Upon completion of the review and the resolution of any outstanding issues, the document will be added to the agenda of the next regularly scheduled, public meeting of the full Commission.

(b) There shall be a minimum of 90 days between the date the Statement of Need is first presented as an agenda item on a regularly scheduled, public, full meeting of the Higher Education Coordinating Commission and when all remaining requirements in the Program Proposal may be submitted to HECC for review by staff. Upon completion of the review and the resolution of all outstanding issues, the

proposal will be added to the agenda of the next regularly scheduled, public meeting of the full Commission.

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

(A) Are consistent with the mission statement of the community college;

(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community colleges or public universities;

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

(D) Are allocated among Oregon's community colleges and public universities to maximize the achievement of statewide needs and requirements.

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

(A) Describe the program to be offered;

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

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

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

(8) A proposed applied baccalaureate degree program must be approved by the Commission prior to commencing the program.

(a) The Commission shall approve a proposed applied baccalaureate degree program if the community college submits all of the information and documentation required under section (7) above~~,~~ and;

(b) The Commission determines the proposed program meets or exceeds the local community college board of education program approval standards; and

(c) The Commission determines the proposed program meets or exceeds the Commission's applied baccalaureate program approval standards and criteria, as described in the Oregon Community College Policy and Planning Guide.

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

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

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

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

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

(e) Have an established standard of academic achievement;

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

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

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

(a) Include at least 90 total credits; and

(b) Be no more than 108 credits; and

(c) Have a recognizable core of general education or related instruction courses; and

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

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

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

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

(a) Include at least 12 credits; and

(b) Be no more than 108 credits; and

(c) Have a recognizable core of general education or related instruction courses for programs one-year or more in length; and

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

(e) Demonstrate occupational content leading to employment; and

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

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

(912) Certificate of completion and associate of applied science degree programs shall include a designation of the particular occupation, career or career area as a component of the award title.

(1013) Options to constitute a variation in the state-approved degree are allowable only for associate of applied science degree programs. Associate of applied science degree options may be added to new or existing associate of applied science degree programs following the approval procedures in the Certificate of Completion and Associate Degree Approval ProceduresOregon Community College Policy and Planning Guide, identified by the departmentOffice.

Statutory/Other Authority: ORS 326.051 350.075

Statutes/Other Implemented: ORS ~~341.425~~, 341.465, 341.013

History: DCCWD 5-2015, f. & cert. ef. 10-30-15; 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, 581-042-0010 & 581-042-0015; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0000; DCCWD 1- 2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03; DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9- 10-14; DCCWD 5-2014, f. & cert. ef. 7-22-14; DCCWD 1-2015, f. & cert. ef. 5-18-15

589-006-0150

Local Community College Responsibilities for Program Approval

(1) Community college boards will have local processes in place to ensure that ~~local and state~~ program approval standards and criteria are implemented and maintained.

(2) Community college boards are responsible for approving the requirements for all of their college's certificate and degree programs. ~~of completion, associate degree, and associate degree option requirements.~~ Additionally, t~~T~~hese requirements must be included in the institution's catalog as of the term any new program begins.

(3) The community college board of education has the responsibility to assure that all ~~state~~ approval standards are achieved for all programs offered by the local community college.

(4) Community colleges must follow the ~~program approval~~ policies and processes as outlined in the Oregon Community College ~~Handbook & Planning~~ Policy and Planning Guide~~.~~, which is compiled by and available from the Office of Community Colleges and Workplace Development ("Office").

(5) Community colleges shall use the term "Certificate" or "Certificate of Completion" in college catalogs and college promotional documents and on transcripts only as an indication of an award by the college that has met ~~the local and state~~ all program approval standards and criteria and ~~have~~ has been approved by the Commission ~~and authorized by the Office of Degree Authorization~~.

(6) Community college boards of education will submit program~~s~~ information using the ~~Certificate of Completion and Associate Degree Approval~~ approval ~~Procedures~~ procedures ~~identified by the Office~~included in the Oregon Community College Policy and Planning Guide.

(7) The board of education of a community college district is responsible for obtaining and maintaining the course approval requirements set by the Commission and provided in the Oregon Community College Policy and Planning Guide.

(8) Community colleges may provide recognition awards to students for the completion of a state-approved course or courses. Recognition awards may not be called "certificates of completion" or "certificates" and may not be included on the official student transcript. Recognition awards may not be provided for coursework meeting the definition of "program" without state approval.

(9) Upon program approval by the Commission, the Commission authorizes the community college board, established under ORS 341.005 to 341.950, to issue certificates of completion, ~~and~~ associate degrees, and baccalaureate degrees as an indication of satisfactory completion of state approved programs offered by the community college.

(10) The type and name of baccalaureate degree, associate degree, associate degree option or certificate of completion to be awarded for completion of a program shall be clearly stated in the community college's catalog or supplement thereto.

(11) Only educational programs that have received program approval from the community college board and~~,~~ the Commission ~~and the Office of Degree Authorization~~ shall be included in a community college catalog or other materials.

(12) Prerequisites for ~~the~~ baccalaureate, associate degree, associate degree option, and certificate of completion programs and courses within the programs shall be clearly stated in the community college's catalog or supplement thereto.

Statutory/Other Authority: ORS 341.290
Statutes/Other Implemented: ORS 341.465
History:
DCCWD 5-2015, f. & cert. ef. 10-30-15
DCCWD 5-2014, f. & cert. ef. 7-22-14
DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9-10-14
DCCWD 5-2003, f. & cert. ef. 10-20-03
DCCWD 1-2003, f. & cert. ef. 1-9-03

589-006-0200
Approval of ~~Lower Division~~ Collegiate ~~Programs and~~ Courses

(1) The Commission delegates to the Office the authority to approve upper and lower division collegiate courses.

(2) A community college that is institutionally ~~accredited,~~accredited ~~by the Northwest Commission on Colleges and Universities~~shall follow the ~~department~~Office's ~~lower division~~ collegiate course approval procedure to request new courses. Those approval procedures are found in the Oregon Community College Policy and Planning Guide, available from the Office.

(3) A community college that is not institutionally accredited ~~by the Northwest Commission on Colleges and Universities~~ shall apply for approval through their contracting college.

Statutory/Other Authority: ORS ~~351.735~~350.075
Statutes/Other Implemented: ORS ~~351.735~~350.075
History:
DCCWD 5-2015, f. & cert. ef. 10-30-15
1EB 132, f. 5-19-72, ef. 6-1-72; 1EB 166, f. 2-20-74, ef. 3-11-74; 1EB 172, f. 6-17-74, ef. 9-1-74; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-042-0020, 581-042-0025, 581-042-0030 & 581-042-0035; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0275; DCCWD 1-2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03; DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9-10-14; DCCWD 5-2014, f. & cert. ef. 7-22-14

589-006-0300

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

(1) The Commission delegates to the Office the authority to approve Career and Technical Education (CTE) courses.

(2) ~~Career Technical Education~~CTE courses ~~consist of~~are defined as either occupational preparatory courses or occupational supplementary courses.

(3) The Office will use the ~~Career Technical Education Course~~ appropriate ~~Approval~~ approval ~~Procedure~~ procedures ~~and Certificate of Completion and Associate Degree Approval Procedure~~ from the Oregon Community College Policy and Planning Guide to approve ~~Career Technical Education~~CTE courses, Certificate of Completion programs and associate degree ~~and~~ ~~associate~~ programs.

(4) CTE ~~Career Technical Education~~ courses are approved by the ~~Commission or its designee~~Office, either as a component of the curriculum for a state-~~-~~approved certificate of completion, associate of applied science ~~degree~~program, ~~or~~ associate of applied science ~~degree~~ program option, ~~program,~~ and an applied baccalaureate program or through ~~an~~ the individual course approval process as identified in the ~~Career Technical Education~~CTE ~~Course Approval~~ approval ~~Procedure~~procedures, available within the Oregon Community College Policy and Planning Guide.

(5) Commission standards for approval of occupational preparatory courses are included in the ~~Career Technical Education~~CTE ~~Course~~ course ~~Approval~~ approval ~~Procedure~~ procedures included in the Oregon Community College Policy and Planning Guide, and include but are not ~~be~~ limited to:

(a) Courses are delivered under the direct control of the college and are either:

(A) Approved as part of a community college certificate of completion program, associate of applied science ~~degree~~ program, ~~or~~ associate of applied science ~~degree~~ program option ~~;~~ or ~~Bachelor of Applied Science~~applied baccalaureate program, or

(B) Approved as a stand-alone occupational preparatory course.

(b) Courses are collegiate-level and provide education and training directed to the development of abilities, skills, understanding, and attitudes needed to enter ~~into~~ an occupation.

(c) Courses are designed for occupational employment and are not necessarily directed toward completion of baccalaureate degree requirements.

(d) Courses are developed and operated with the advice and counsel of employers, ~~employees~~ industry members, or ~~and~~other persons knowledgeable about the competency requirements of the intended occupations ~~involved~~.

(e) Courses will not ~~adversely impact or detrimentally~~unnecessarily duplicate similar intersegmental courses offered locally.

(6) Occupational preparatory courses may not be offered by the local community college prior to ~~the~~ approval ~~of~~ from the ~~Higher Education Coordinating~~ Commission or its designee.

(7) Commission standards for approval of occupational supplementary courses are included in the ~~Career Technical Education~~CTE ~~Course~~ course ~~Approval~~ approval ~~Procedure~~ procedures, from the Oregon Community College Policy and Planning Guide and include but are not ~~be~~ limited to:

(a) Courses are delivered under the direct control of the college and may or may not be components of a ~~community college~~ certificate of completion~~, or associate of applied science, or bachelor of applied science~~ or degree program.

(b) Courses are not necessarily directed toward the completion of requirements for a baccalaureate degree.

(c) Courses are collegiate~~-~~-level and provide education and training designed to develop or enhance abilities, skills, understandings and attitudes needed to improve occupational skills in order to achieve employment stability or advancement.

(d) Courses are developed and operated with the advice and counsel of employers, industry members, or ~~employees and~~ other persons knowledgeable of the requirements of the occupation involved.

(8) Occupational supplementary courses may be offered by the local community college prior to final approval by the ~~department~~ Office as identified in the ~~Career Technical Educatio~~CTE ~~Course~~ course ~~Approval~~ approval procedures,~~Procedure~~ under conditions that include the following:

(a) The local community college has a local course approval process in place and assures that the occupational supplementary standards have been met.

(b) The community college is willing to take the risk that the course may not be approved and may be non-reimbursable.

(9) CTE~~areer Technical Education~~ courses will be numbered using course numbering conventions as approved by the Office.

(10) CTE ~~areer Technical Education~~ programs will be approved by the Commission based on meeting the general and specific community college program requirements for certificates of completion, associate of applied science ~~degrees~~ programs, associate of applied science options or applied baccalaureate programs as identified in 589-006-0100, and described in the Oregon Community College Policy and Planning Guide.

(11) Commission standards and criteria for approval of CTE~~areer Technical Education~~ programs are included in the ~~Certificate of Completion and Associate Degree Approval Procedures~~ Oregon Community College Policy and Planning Guide and include but are not ~~be~~ limited to:

(a) The program is developed and will be implemented, operated and evaluated as a joint venture with business, industry and labor; ~~and~~

(b) The college demonstrates capacity to offer the program and will provide the necessary resources and services to assure that students can attain the skills and knowledge necessary to fulfill the stated objectives of the program~~,~~; ~~and~~

(c) The curriculum for the program demonstrates a cohesive instructional system that will lead to the attainment of the academic and CTE~~areer Technical Education~~ exit proficiencies needed for success in the occupational field; ~~and~~

(d) The instructional design for the program provides the appropriate access, flexibility and evaluation components to provide appropriate instruction for students within the program; ~~and~~

(e) The program provides access to all students and provides the necessary additional and supplemental services for special populations and protected classes; ~~and~~

(f) Program need is based on local, regional, state, and national data, statistics, and forecasts documenting that an employment demand for family wage occupations is not or cannot be met through existing programs; ~~and~~

(g) The program provides direct connections to appropriate certificates of advanced mastery as well as other programs in the college, other institutions of postsecondary education, ~~and~~ or future training opportunities; and

(h) The program has continuous improvement systems in place that provide for program input through evaluation based on instructor, employer and student ~~satisfaction follow-up~~ outcomes data.

(12) CTE~~areer Technical Education~~ programs will include the sequence of courses for the program including but not limited to the areas of general education ~~and~~ or related instruction, CTE~~areer Technical Education required~~requirements, elective and specialization courses. Program approval materials will also include course numbers, credit/non-credit designations and clock/contact hours for the courses.

(13) Provisions will be made within the ~~Certificate of Completion and Associate Degree Approval~~ approval ~~Procedures~~ procedures in the Oregon Community College Policy and Planning Guide, to allow for the development, approval, implementation and evaluation of certificates of completion, associate of applied science ~~degree~~ programs, ~~and~~ associate of applied science degree options, and applied baccalaureate programs for statewide or regional consortium of community colleges. Statewide and regional consortia certificates and degrees will address a specific program need through a cohesive and transferable curriculum among and between participating colleges.

(14) Provisions will be made within the~~Certificate of Completion and Associate Degree Approval~~ approval ~~Procedures~~ procedures to allow for the development, approval, implementation, and evaluation of Business and Industry~~-based~~ programs that are designed for employers to meet specific occupational and educational needs of their current employees.

(15) New CTE~~Career Technical Education~~ programs ~~will~~ must ~~-~~be submitted for approval following the processes outlined in the Oregon Community College Policy and Planning Guide.

Statutory/Other Authority: ORS 350.075
Statutes/Other Implemented: ORS ~~350.075~~341.465
History:
~~CCWD 3-2018, amend filed 07/18/2018, effective 07/18/2018~~CCWD 3-2018, amend filed 07/18/2018, effective 07/18/2018
~~CCWD 1-2018, temporary amend filed 04/20/2018, effective 04/20/2018 through 10/16/2018~~CCWD 1-2018, temporary amend filed 04/20/2018, effective 04/20/2018 through 10/16/2018
DCCWD 5-2015, f. & cert. ef. 10-30-15
1EB 132, f. 5-19-72, ef. 6-1-72; 1EB 166, f. 2-20-74, ef. 3-11-74; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-042-0040, 581-042-0045, 581-042-0050, 581-042-0055 & 581-042-0060; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0290; DCCWD 1-2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03; DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9-10-14; DCCWD 5-2014, f. & cert. ef. 7-22-14; DCCWD 4-2015, f. & cert. ef. 10-13-15

589-006-0350
Maintaining Approval of Certificate of Completion and Associate of Applied Science Degree Programs

(1) The Commission's approval of a community college Career and Technical Education (CTE) program~~s by the Commission~~ will ~~continue to~~ be in effect until the program is amended, suspended or deleted from the college's program offerings. The Commission or its designee may disqualify a~~n~~ previously approved ~~Career Technical Education~~ CTE program if it no longer meets Commission program approval standards and criteria.

(2) Once a program has been approved by the Commission, course additions, deletions, or changes within these programs must be approved by the Commission or its designee prior to implementation of the revised program.

~~(3) Associate of Applied Science degree, Associate of Applied Science degree options and Certificate of Completion programs offered by community colleges shall be considered to be active as long as the Annual Program Review Procedure has been followed for the program and the college has not provided notification to the Office of program suspension or program deletion.~~

(3) ~~Bachelor of Applied Science~~Applied Baccalaureate, Associate of Applied Science ~~degree~~, Associate of Applied Science ~~degree~~ options and Certificate of Completion programs offered by community colleges shall be considered to be active:

~~(a) as long as the Annual Program Review Procedure has been followed for the program, and~~

(a) A~~a~~s long as the appropriate annual program review procedure, as described in the Oregon Community College Policy and Planning Guide, has been followed, and

(b) ~~the~~ The college has not provided notification ~~to the Office~~ of program suspension or program deletion to the Commission or its designee.

~~(4) Community colleges may request that a program be suspended for a period of three years. The program suspension period will begin on the date the college notifies the Office of its intent to suspend a program. The Office will notify colleges prior to the deletion of suspended programs. After three years suspended programs will require re-approval utilizing the Certificate of Completion and Associate Degree Approval Procedure identified by the department.~~

(4) Community colleges may request that a program be suspended for a period of up to three years, according to the policies and procedures specified in the Oregon Community College Policy and Planning Guide. The program suspension period will begin on the date indicated in the suspension packet sent by the college to the Commission. If the college does not reactivate the program within three years, the Commission will delete the program from approved program offerings. Re-activating a deleted program requires the college to request approval for the program using the approval procedures identified in the Oregon Community College Policy and Planning Guide maintained by the Commission.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS ~~351.735~~350.075; 341.465
Statutes/Other Implemented: ORS ~~351.735~~350.075
History:
DCCWD 5-2015, f. & cert. ef. 10-30-15
1EB 132, f. 5-19-72, ef. 6-1-72; 1EB 166, f. 2-20-74, ef. 3-11-74; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-042-0065, 581-042-0070, 581-042-0075 & 581-042-0085; DCCWD 1-2001, f. &

cert. ef. 3-21-01, Renumbered from 581-043-0300; DCCWD 1-2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03; DCCWD 2-2014(Temp), f. & cert. ef. 3-14-14 thru 9-10-14; DCCWD 5-2014, f. & cert. ef. 7-22-14

Division 8
COMMUNITY COLLEGE PERSONNEL POLICIES

589-008-0100
Guidelines for Formation of Community College Personnel Policies

(1) Each community college board of education shall establish a personnel policy statement, including a policy on instructor selection and development that must include, but is not need not be limited to, the following:

(a) Definitions of the main terms used in the policy;

(b) Institutional standards for instructor qualifications. (standards Standards for teachers of lower division collegiate courses must include a master's degree in a subject area closely related to that in which the instructor will be teaching; . however However, in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy);

(c) Position descriptions;

(d) Procedures for instructor approval, including period of instructor approval;

(e) Procedures for providing individual, written notice of reasonable assurance of continued employment to all employees who are to perform services in the same or a similar capacity during a subsequent academic year or term or in the period immediately following a recess period. Such notice shall be given by May 30 of each year for employees employed as of that date and as of the date of hire for employees employed subsequent to May 30. Pursuant to ORS 341.547, faculty members on annual or indefinite tenure, classified staff members on regular status and management service employees are considered to have been given notice for the purposes of this section;

(f) A statement regarding academic freedom and responsibility;

(g) Procedures for staff development for full-time and part-time instructors; that provides opportunities to continuously improve their knowledge and performance and are consistent with the standards and requirements published by the college's institutional accrediting agency.

(h) Procedures for staff evaluation;

(i) Grievance and appeals procedures;

(j) Affirmative action and nondiscrimination practices;

(k) College organization; and

(l) Methods of policy development and review.

(2) Personnel policies adopted by community college boards shall be filed with the Director within one year following establishment of the community college district. Thereafter, each college shall file annually, between December 1 and January 1, ~~either~~ any policy revisions. ~~made or a statement that policies currently on file are being continued~~. Policies posted on the community college's publicly accessible website, Human Resources section, are considered to have met the filing requirement if the appropriate 'effective date' of the policy is also noted. In the event the governing board of the community college fails to enact the personnel policies as required by subsection (1) of this rule, the Director may withhold the next scheduled Community College Support Fund payment until such personnel policies are enacted ~~and submitted to the Office~~.

(3) Each community college board shall develop a policy outlining the procedure for faculty selection. The policy shall include procedures by which the college will maintain records documenting the faculty member's credentials, professional development activities and other information supporting the faculty member's instructional assignment. ~~In no case shall the standards for faculty selection fall below those set forth in the most Accreditation Handbook published by the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges.~~

(a) This policy must include requirements for documentation and rationale for any waivers of required education, relative to a faculty member's instructional assignment, as described in section (1) above.

(b) In no case shall the process for faculty selection fall below those standards and requirements set forth in the most recent guidance from the college's accrediting agency or ~~/~~agencies.

~~(4) Each community college board shall develop policies for professional development for full and part-time instructors consistent with the standards as required by the most recent Accreditation Handbook published by the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges.~~

(4) For faculty for upper division courses within applied baccalaureate programs:

(a) The school must obtain and keep official transcripts and resumes for all teaching faculty within an applied baccalaureate program.

(b) The school shall ensure that all teachers are individually qualified by education and experience to give expert instruction or evaluation in their specialties. Unless an exception is approved by the college's President because of sufficient compensatory qualification, teachers shall be qualified for the various levels of instruction or evaluation as described below, with degrees earned from schools that are accredited by a federally recognized accrediting agency.

(c) A person who does not hold the appropriate level and major degree as stated in subsection (A) through (C) of this paragraph may demonstrate qualification by showing at least 12 semester or 15 quarter credits in the field at a level higher than the current teaching assignment combined with an appropriate depth of relevant professional experience in the field, as evidenced on a resume. Teaching experience cannot be used to replace professional experience if this option is exercised, except for teacher education programs.

(A) Teachers in programs leading to degrees in the fine arts, including but not limited to art, music, dance, cooking, theater, photography, writing and other programs involving a significant creative element, may demonstrate qualifications with a documented combination of academic and creative work.

(B) Standards applicable to bachelor's degree programs: A teacher within a program offering bachelor's degrees ordinarily shall possess a graduate degree appropriate to the subject taught or evaluated except that compensatory nonacademic qualifications such as an appropriate depth of relevant professional experience in the field, will be more readily accepted by the President in programs leading to occupational degrees, professional licensure, or within the fine arts.

(C) A teacher of an academic or scientific discipline within an occupational or professional degree program ordinarily shall possess the appropriate degree in the discipline rather than a non-disciplinary occupational or professional degree. However, lower-division undergraduate courses may be taught by those with non-disciplinary degrees who have demonstrable and extensive acquaintance with the discipline.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ~~ORS~~ ORS 341.015 & ORS 341.290
Statutes/Other Implemented: ORS 341.015, ORS 341.535 & ORS 341.547
History:
DCCWD 5-2015, f. & cert. ef. 10-30-15
1EB 131, f. 5-19-72, ef. 6-1-72; 1EB 135, f. 7-11-72, ef. 8-1-72; 1EB 153, f. 7-20-73, ef. 8-1-73; 1EB 167, f. 2-20-74, ef. 3-11-74; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-043-0005, 581-043-0010, 581-043-0015, 581-043-0020, 581-043-0025, 581-043-0030, 581-043-0035, 581-043-0100, 581-043-0105 & 581-043-0110; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0700; DCCWD 1-2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03; DCCWD 4-2014(Temp), f. 4-23-14, cert. ef. 4-24-14 thru 10-21-14; DCCWD 5-2014, f. & cert. ef. 7-22-14

Oregon Community College Association

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http://www.occa17.com

Date: April 27, 2020

To: Karen Lynne Howard,
HECC Rules Coordinator

From: Cam Preus,
OCCA Executive Director

Re: Oregon Administrative Rule on Applied Baccalaureate

The Oregon Community College Association writes to you today to provide additional feedback on the draft administrative rules for the Applied Baccalaureate (SB3 2019). We have two issues or clarifications to provide to OAR 589-006-0100, OAR 589-006-0050, and OAR 589-001-0300.

Issue 1 – Funding for Applied Baccalaureate from the CCSF.

When Senate President Peter Courtney introduced SB 3 in the 2019 Legislative Session, community college presidents agreed to support the legislation with the agreement among themselves that the Community College Support Fund (CCSF) should not be used for the applied baccalaureate degrees.

While community college presidents were very supportive of having the authority to provide these degrees, they felt it should not come at the cost of the current mission of providing certificates and two-year degrees. Presidents were concerned that expanding the mission of the colleges within the current CCSF would create additional strain on current programs without ensuring additional resources. With the chronic unreliability of state funding to community colleges, carving out funding within the CCSF to offer bachelor's degrees could come at the cost of the services and support our most vulnerable students need to finish their certificate programs or associate degrees.

In addition, many colleges are not planning and/or are unable to expand into offering applied baccalaureate programs. By their nature, these tend to be higher cost programs, meaning resources would be diverted away from colleges not offering such programs to support colleges with the resources to begin offering 4-year degrees. This could exacerbate regional and social inequities as the already underfunded CCSF is cannibalized to offer 4-year programs.

Community colleges strongly support a local college's right to offer applied baccalaureate programs to meet a community need but believe the funding should exist outside the CCSF in a separate fund.

Issue 2: Applied Baccalaureate and Bachelor of Science in Nursing Degrees

As the rules advisory committee meetings were in its final stages of drafting the administrative rules the Association learned from several community college nursing program directors that national accreditors for bachelor degree programs in nursing do not recognize the 'applied baccalaureate' as a suitable degree for licensure. I raised this concern with the rules advisory committee however I was unable to

track down the specifics around why the applied baccalaureate was not seen as sufficient. We would like to ask for this issue to be explored at a future date.

We do not believe the legislature intended to exclude nursing programs from the applied baccalaureate degree. Additionally, community colleges cannot help with the dire nursing shortage the state is experiencing if we are unable to support expansion of baccalaureate degrees in nursing.

The Association is not asking for special accommodation from the balance of the criteria contained in the applied baccalaureate administrative rule but that this issue be explored for future degree expansion

Public Hearing Notes						
Date	**Time**	**Where**	**Rule**	**Agency Attendance**	**Public Attendance**	**Comments**
4/16/20	11:00-12:00	Teleconference	Chapter 589	Karen Lynne Howard	Rob Winningham Cindy Robert Elizabeth Cox Dana Richardson Cam Preus	Cindy Robert from Oregon Alliance of Independent Colleges and Universities mentioned to the group that the Rules Advisory Committee (run by Cat McGrew and Patrick Crane) had a meeting since the rules were published and agreed to this change: 90 day notice to be added as (7)(a) to 589-006-0100: (a) Proposals for new applied baccalaureate programs require a minimum ninety (90) day period between the date of the first appearance before the Commission (and inclusion on the agenda) and any subsequent deadline on which the proposal is required to be submitted in advance for inclusion on an upcoming Commission agenda, for the purpose of requesting the Commission's approval of the program. This period is meant to allow notice to parties to enable peer feedback and inquiries on collaborative opportunities.