



Oregon Adult High School Diploma

2026-27 Program Manual

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History of the Adult High School Diploma

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

The AHSD is designed to meet all state graduation requirements as provided in Oregon Administrative Rule (OAR) 581-022-2000 and enables students to move toward post-secondary education and credentials. As state diploma requirements change, so do AHSD requirements - AHSD programs are required to implement new diploma requirements on the same schedule required by the Oregon Department of Education (ODE).

The AHSD administrative rule, OAR 589-007-0600, and program requirements were last updated in the late 1990s in response to the educational changes in Oregon brought about by the state legislature's passage of the Oregon Educational Act for the 21st Century in 1991. In 2007, the State Board of Education (SBE) adopted new high school graduation requirements to better prepare students for postsecondary education, careers, and citizenship. These new graduation requirements included revised credit requirements, demonstrated proficiency in Essential Skills, and attainment of personalized learning requirements.

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

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

Certification of Adult High School Diploma Programs

Program Authority

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

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

- A. Fails to maintain the requirements specified in Oregon Administrative Rule (OAR) [581-022-2000](#);
- B. Fails to maintain the requirements specified in OAR [589-007-0600](#); or
- C. Refuses to implement corrective actions before the beginning of the next program year or by the end of the granted extension period.

Finally, a community college may request to terminate its AHSD program by submitting a letter of termination from the community college board of education.

The letter of termination must specify a timeline and final operating date that conforms to college policy and describes the college's process for notifying enrolled students of the program's termination and implications for their AHSD degree attainment. Programs requesting re-approval are required to follow the AHSD Program Approval Procedure identified by CCWD.

Program Approval Procedure

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

Key Steps for Program Approval

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

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

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

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

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

Program Accountability

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

Key Steps for Annual Program Accountability

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

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

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

Adult High School Diploma Program Plan Requirements

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

A. Statement of Assurances

Colleges are required to submit an original signed Statement of Assurances to the Office of Community Colleges and Workforce Development (CCWD) each year. This form

indicates compliance with Oregon Administrative Rule (OAR) 589-007-0600, AHSD Program (see Appendix A for the required Statement of Assurances).

B. Foreword

Provide:

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

Describe:

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

C. Admissions

Describe the program's admissions requirements, including:

1. The minimum age requirement as described in program and college policy.
2. The process for determining a student's exemption status from compulsory attendance (and exemption is required for individuals who are 18 years old and younger).
3. How the program will determine and document when a student (i.e., a student with or without a transcript, a homeschooled student, or another type of student) was first enrolled in grade 9, so that the program can ensure the student meets the applicable graduation requirements. Specific graduation requirements are applied to the year a student entered 9th grade. Therefore, AHSD programs must determine each student's original 9th-grade cohort year and track the diploma requirements applied to that year.
 - Graduation requirements for students first enrolled in grade 9 prior to the 2008–09 school year
 - Graduation requirements for students first enrolled in grade 9 during the 2008–09 school year
 - Graduation requirements for students first enrolled in grade 9 during the 2009–10 school year
 - Graduation requirements for students first enrolled in grade 9 during the 2010–11 school year and subsequent school years.
4. The assessment requirements. Describe the program's assessment policy, including:
 - a) Assessment tools and the specific content area each assesses, and
 - b) Minimum entrance scores required in each content area.
5. The transcript evaluation process. Describe the program's transcript evaluation policies and the processes related to the transcription of these items:
 - a) Grades, including the minimum acceptable grade to document proficiency (if applicable)

- b) Dual credit
- c) Achievement-based challenge tests (CLEP)
- d) Credit for proficiency
- e) Homeschool grades or credit
- f) Other

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

- 6. Other program-specific admissions requirements.

D. Student Orientation and Advising

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

- 1. The orientation process:
 - a) Orientation content, including but not limited to program policies and procedures, instructional programs available, program outcomes and transition options, program expectations for learner participation, goal setting, assessment, support services, record keeping, age, language, and cultural appropriateness
 - b) Methods for delivery
 - c) Orientation schedule
 - d) Orientation evaluation
- 2. The academic advising process:
 - a) Academic and career goal setting
 - b) Transition options, including career pathways, postsecondary programs, career and technical education programs, other training or education programs, etc.
 - c) Student support services
 - d) Partner and community services

E. Student Record – Data Collection and Reporting

Describe the program's policy and procedures for:

- 1. The establishment, maintenance, and security of student records.
- 2. Maintaining current student and program data, including enrollment, attendance, assessment, and transcript data.
- 3. Reporting student and program data in D4A and if applicable, TOPSpro or TOPSpro Enterprise.

F. Services for Students with Disabilities

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

G. Student Assessment and Completion Criteria

Describe:

1. How students will be assessed to ensure the measurement of their satisfactory progress and completion of required courses and course outcomes, including:
 - a) Formative assessment methods and
 - b) Summative assessment methods
2. The program's process for evaluating and documenting proficiency in required Essential Skills, including assessment policy, tools, and timeline (see Appendix B for the required chart).
3. The program's policy for acceptable grades to document student completion of course content standards.
4. Other program-specific completion criteria (e.g., minimum GPA, test scores, minimum course grade, college placement exam).

H. Course Offerings

Provide:

1. A list of all community college courses (offered for AHSD credit), including AHSD-level courses and those community college credit courses typically used to meet state graduation (credit) requirements outlined in OAR 581-022-2000 (see Appendix C for sample format or submit an existing college chart for course and graduation requirements alignment, so long as it clearly includes the same information).
2. Course outlines for all courses identified in the program plan (see H.1. above). (Use the college-approved standard format.) At a minimum, course outlines must include these items:
 - a) Course title
 - b) Course description
 - c) Learner outcomes (application)
 - d) Course outcomes (content)

Describe:

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

I. Personalized Learning

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

1. Developing an individual education plan and profile to guide learning toward a student's personal, career, and post-high school goals.
2. Ensuring student participation in experiences that connect classroom learning with real-life experiences in the workplace, community, and/or school relevant to the student's education plan.
3. Ensuring students have the opportunity to apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

J. Awarding AHSD Credit

Describe how the program will award credit for:

1. Courses not included in Section H. (e.g., elective credit or online courses).
2. Proficiency as defined in [OAR 581-022-2025](#) for ODE Credit Options policy (if applicable).

K. Minimum Credit Requirement

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

L. Other Requirements

Describe other AHSD program or college requirements.

M. Recognition of Student Achievement

Describe:

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

Adult High School Diploma Accountability Requirements

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

A. Annual Plan Update

The Annual Plan Update is submitted each year by June 30th for the next plan year.

Please provide the following in the Plan Update:

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

B. Annual Statistical Report

The Annual Statistical Report is submitted each year by July 31st for the previous year. (The statistical report is due July 31, 2026, for plan year 2025-26.)

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

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

C. On-site Evaluations

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

Appendix A: Statement of Assurances

HECC Office of Community Colleges and Workforce Development FY2026 Adult High School Diploma Program (AHSD) Statement of Assurances

College Name: _____

Submitted for Plan Year: 2026-27

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

The college assures CCWD that:

1. A person eligible for an AHSD shall earn a minimum of one adult high school diploma academic credit while enrolled in the program.
2. The program maintains current transcript information.
3. Course syllabi are available to interested individuals.
4. The program provides instruction, including courses, curriculum, and proficiency assessments, based on academic content standards adopted by the State Board of Education.
5. Each student shall demonstrate proficiency in Essential Skills adopted by the State Board of Education as provided in OAR 581-022-2115.
6. Each student shall develop an education plan and profile that meets the requirements provided in OAR 581-022-2000.
7. Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application as defined in OAR 581-022-0102.
8. Each student shall participate in career-related learning experiences outlined in the education plan as defined in OAR 581-022-0102.
9. Program data collection and reporting practices shall comply with local and state reporting requirements.
10. The program shall participate in ongoing program monitoring as required by CCWD. To the best of our knowledge and belief, the program plan made herein is in accordance with the terms of the HECC Office of Community Colleges and Workforce Development's AHSD plan requirements. We agree to comply with all of the preceding assurances and statements.

We hereby certify all of the above:

Typed Name: _____

Signature of College President: _____ Date: _____

Typed Name: _____

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

Appendix B: Essential Skills Requirements

College Name: _____

Submitted for program year 2026-27

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

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

Directions:

1. Attach any program policies related to essential skills.
2. Please complete the table below and submit with Appendix F. Resources related to

Essential Skills are available at:

<http://www.oregon.gov/ode/educatorresources/essentialskills/Pages/default.aspx>

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

**The assessment of the Essential Skills is suspended as a requirement for receiving a high school diploma during the 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026 school years.

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

College Name: _____ Submitted for Program Year 2026-27

Directions:

Please complete the table below and submit with Appendix F. Resources related to Oregon Diploma Requirements are available at:

<https://www.oregon.gov/ode/students-and-family/oregondiploma/pages/default.aspx>

A Comparison of College Courses (offered for AHSD credit) to Oregon Graduation Requirements

State Graduation Requirement- 24 Units (OAR 581-022-2000)	Community College Subject/Course Areas	Community College Courses (number)	Community College Credit Value	Community College Course Title	AHSD Credit Value	AHSD-Level Courses (name, number, hours)	AHSD Credit Value
English Language Arts (4 units)	Written Composition						
	Reading						
	Literature						
	Communication						
Mathematics (3 units at Algebra I and above)	Algebra						
	Geometry						
	Statistics						
Science (3 units, including 2 w/lab experience) *All courses based in scientific inquiry							

Social Science (3 units)							

Health Education (1 unit)							

Physical Education (1 unit)							

Career & Technical Education, The Arts, or World Languages (3 units)							

Electives (6 units)							

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

College Name: _____

Directions:

Submitted for Plan Year: 2026-27 Please submit the college's chart or checklist that provides a comparison of college and Adult High School Diploma courses to Oregon Content Standards. If your program does not have such a document, please see the chart below for an example of a reporting template. Resources related to Oregon K–12 Academic Content Standards are available at <https://www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx>

Sample reporting templates

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: _____

Subject Area: _____

Standard Subsection (if applicable)										
Grade, Strand, Standard Number										
List courses Here										

Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Writing 11-12. W

Standard Subsection (if applicable)	Text Types and Purposes			Production and Distribution of Writing			Research to Build and Present Knowledge			Range of Writing
	W1	W2	W3	W4	W5	W6	W7	W8	W9	

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Reading: Literature 11-12 RL

Standard Subsection (if applicable)	Key Ideas and Details			Craft and Structure			Integration of Knowledge and Ideas			Range of Reading & Level of Text Complexity
	RI1	RI2	RI3	RI4	RI5	RI6	RI7	RI8	RI9	

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Reading: Informational Text 11-12. RI

Standard Subsection (if applicable)	Key Ideas and Details			Craft and Structure			Integration of Knowledge and Ideas			Range of Reading & Level of Text Complexity
	RI1	RI2	RI3	RI4	RI5	RI6	RI7	RI8	RI9	

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Language 11-12.L

Standard Subsection (if applicable)	Conventions of Standard English		Knowledge of Language	Vocabulary Acquisition and Use		
	L1	L2		L3	L4	L5
Grade, Strand, Standard Number						

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Reading Literacy in History/ Social Studies: Reading Informational Text 11-12. RH

Standard Subsection (if applicable)	Key Ideas and Details			Craft and Structure			Integration of Knowledge and Ideas			Range of Reading & Level of Text Complexity
	RH1	RH2	RH3	RH4	RH5	RH6	RH7	RH8	RH9	RH10

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English LanguageArts

Subject Area: Speaking and Listening 11-12. SL

Standard Subsection (if applicable)	Comprehension and Collaboration			Presentation of Knowledge and Ideas		
Grade, Strand, Standard Number	SL1	SL2	SL3	SL4	SL5	SL6

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Reading Literacy in Science and Technical Subjects: Reading Informational Text 11-12. RST

Standard Subsection (if applicable)	Key Ideas and Details			Craft and Structure			Integration of Knowledge and Ideas			Range of Reading & Level of Text Complexity
	RST1	RST2	RST3	RST4	RST5	RST6	RST7	RST8	RST9	RST10

A Comparison of College and AHSD Courses to Oregon Content Standards

Content Area: English Language Arts

Subject Area: Writing Literacy in History/Social Studies/Science/ Technical Subjects: Writing 11-12.WHST

Standard Subsection (if applicable)	Text Types and Purposes			Production and Distribution of Writing			Research to Build and Present Knowledge			Range of Writing
	WHST1	WHST2	WHST3	WHST4	WHST5	WHST6	WHST7	WHST8	WHST9	

Appendix E: Personalized Learning Requirements

College Name: _____ Submitted for Plan Year: 2026-27

Please complete the table below and submit with Appendix F. Resources related to Personalized Learning Requirements are available at <https://www.oregon.gov/ode/students-and-family/OregonDiploma/PLR/Pages/default.aspx>

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

Appendix F: Annual AHSD Plan Update Cover Letter

College Name: _____

Program Contact: _____

Date Submitted: _____

Submitted for Plan Year: 2026-27

Directions:

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

Submit this form and the remainder of your Annual Plan Update electronically (as an email attachment) to Stephanie White (stephanie.white@hecc.oregon.gov) no later than June 30, 2026.

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

1. _____

2. _____

3. _____

4. _____

5. _____

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

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

College Name: _____

Program Contact: _____

Date Submitted: _____

Submitted for Program Year: 2025-26

Provide the following data by July 31, 2026

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

Appendix G: 2013-14 AHSD Program Approval Timeline

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

- A.** Amended Oregon Administrative Rule (OAR) 589-007-0600, Adult High School Diploma (AHSD) Program:
 - Approved by the State Board of Education (SBE) - April 12, 2013
 - Effective - July 1, 2013

- B.** The Department of Community Colleges and Workforce Development (CCWD) releases the *Oregon AHSD 2013-14 Program Manual* - May 1, 2013
 - Colleges prepare AHSD program plans

- C.** Colleges submit draft AHSD program plans to CCWD for initial review - June 28, 2013
 - CCWD reviews the plans and provides comments - August 30, 2013

- D.** Colleges finalize the AHSD program plans and obtain approval from the local community college board of education.

- E.** Colleges submit the AHSD program plans to CCWD for final review and recommendation for SBE approval - November 29, 2013
 - CCWD reviews the plans and makes a recommendation to the SBE regarding program approval - March 2014
 - The SBE approves AHSD plans - April 2014

- F.** Upon approval by the SBE, CCWD issues letters of authorization to approved colleges - May 1, 2014

- G.** Colleges with a letter of authorization are now authorized to award the AHSD to eligible students.

Appendix H: Annual AHSD Program Accountability Timeline

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

1. Annual Plan Update for 2026-27 – June 30, 2026
2. Annual Statistical Report for 2025-26 – July 31, 2026

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

1. Annual Plan Update for 2026-27
2. Annual Statistical Report for 2025-26

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

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

Appendix I: OAR 589-007-0600 AHSD Program

Note: The following amended Oregon Administrative Rule (OAR) for the Adult High School Diploma Program was approved by the State Board of Education on April 12, 2013, and will go into effect on July 1, 2013. The language of the official version of the OAR will remain the same. The only modification will be to the historical data that appears below the rule.

OAR 589-007-0600 Adult High School Diploma Program

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

1. Definitions, as used in this rule:
 - a. “Adult High School Diploma” or “AHSD” means a diploma that fulfills all state requirements as provided in OAR 581-022-1130 and the community college program requirements as defined in the approved program plan and is issued by a community college with an approved program plan on file at the Department of Community College and Workforce Development (CCWD).
 - b. “Adult high school diploma credit” means credit earned by the student prior to enrolling in or earned outside of the AHSD program for academic coursework, as well as credit awarded by the community college for proficiency and life experience but does not include credit awarded for challenge tests.
 - c. “Adult high school diploma academic credit” means credit earned by the student at the community college for academic coursework, from either secondary level or community college courses.
2. The State Board of Education (SBE) shall oversee the AHSD as provided in ORS 326.051 and ORS 339.505(1) and approve AHSD programs of the community colleges. The SBE delegates administrative responsibilities to the Commissioner to review and make a recommendation to the SBE regarding program approval.
3. CCWD shall administer the statewide AHSD program as provided in ORS 341.425 and establish policies and procedures for the approval and monitoring of AHSD programs.
4. Community colleges are authorized to award the AHSD subject to SBE approval of the community college AHSD plan, consistent with these rules, and consistent with administrative policies and procedures of CCWD.

Appendix J: Links and References

HECC Office of Community Colleges and Workforce Development

CCWD Oregon's Adult Basic Skills:

<http://www.oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills.aspx>

Adult High School Diploma, including reporting forms:

<https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/adhd-resources.aspx>

Oregon Department of Education

The Oregon Diploma:

<http://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/default.aspx>

Credit Requirements:

<https://www.oregon.gov/ode/students-and-family/oregondiploma/pages/default.aspx>

Diploma At-a-Glance:

<http://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/At-a-Glance.aspx>

Personalized Learning Requirements, Education Plan and Profile, Career-Related Learning Experiences, Extended Application:

<http://www.oregon.gov/ode/students-and-family/OregonDiploma/PLR/Pages/default.aspx>

Essential Skills:

<http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>

Credit for Proficiency:

<https://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/Credit-Options.aspx>

Content Standards:

<http://www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx>

Oregon Secretary of State

Archives Division—Administrative Rules:

<http://sos.oregon.gov/archives/Pages/records.aspx>

Office of Community Colleges and Workforce Development Administrative Rule:

[Administrative Rules](#)

Appendix K: SB3 Requirement for Program Year 2026-2027

Senate Bill 3 (SB3) was signed by Governor Kotek in June 2023. Beginning with the class of 2027, the Oregon diploma requirements will include a 0.5 credit in Personal Financial Education and a 0.5 credit in Higher Education and Career Path Skills, as part of the 24- credit diploma requirements. This requires the development of new standards designed to support students in developing skills they will need to be successful in their future lives. To read the bill, follow this link [SB3](#).

Purpose of the New Requirements:

- Provide students with opportunities to acquire a variety of real-world skills
- Enable students to focus on the practical application of financial literacy to future aspirations
- Establish dedicated time for all students to receive support in developing interview skills and resumes, applying for financial aid, and completing employment and/or college applications
- Promote students’ successful transition to career, college, and adult life

In program year 2026-2027, Adult High School Diploma programs will have to provide proof that elements of SB3 have been satisfied by detailing what courses satisfy the requirements of SB3. If the program currently has courses that satisfy this requirement, those will need to be submitted with this year’s application and include justification demonstrating how the courses meet the standards outlined for Personal Financial Education and Higher Education and Career Path Skills (each course must provide at least 0.5 credits). If the program does not have current classes that fulfill this requirement, new courses will need to be developed.

To learn more about the overview, background, purpose, credit requirements, and timeline, view this resource provided by the Oregon Department of Education, [Oregon's Newest Diploma Requirements](#). Please note that Adult High School Diploma programs will not be eligible to apply for a waiver. Adult High School Diploma programs must ensure that students who will be awarded high school diplomas on or after January 1, 2027, are able to satisfy these credit requirements. A course outline must be provided for the courses identified in the table below to ensure alignment with Diploma requirements.

Personal Financial Education Course and Credit Hour(s)	
Higher Education and Career Path Skills Course and Credit Hour(s)	