

TABLE OF CONTENTS

I. INFORMATION for COMMUNITY COLLEGES

A. Operational Details for Staff and Faculty	2
1. Brief History and Description of Oregon’s Applied Baccalaureate Initiative	
2. Degree Awarded	
3. Data Reporting and FTE for Community College Support Funding (CCSF)	
4. Institutional Accreditation	
5. Approval by College’s Board of Directors / Board of Education	
B. Helpful Resources for New Program Development	4
C. Reference: ORS and OAR	5

II. PROGRAM SUBMISSION

D. Proposal Process & Deadlines	7
1. Overview of Submission Process	
2. Format of File Names	
3. Required Information for Transmittal Cover Page	

E. APPENDICES	9
Appendix A: Standards and Criteria: <i>Statement of Need</i>	
Appendix B: Details to Calculate Supply/Demand Gap	
Appendix C: Standards and Criteria: <i>Program Proposal</i>	
Appendix D: Worksheets for Projected Revenue and Expenditures	
Appendix E: External Review Team (Instructions & Worksheet)	
Appendix F: Listing of OAR Amendments to Enable AB Implementation	

A. OPERATIONAL DETAILS

1. Brief History of Oregon's Applied Baccalaureate Initiative

To date, applied baccalaureate (AB) programs authorized by ORS 348.910 in 2009 have only been implemented on a limited basis at Oregon's four public regional and technical universities. In those examples, courses and credits are accepted from specifically designated technical or professional programs or courses toward completion of specifically-designated university programs.

Subsequently, community colleges were authorized to offer applied baccalaureate (AB) degrees through Senate Bill 3 in 2019¹, with new or revised Oregon Administrative Rules (OAR)² adopted by the Higher Education Coordinating Commission and included on the Oregon Secretary of State OAR website in June, 2020. In community colleges, applied baccalaureate programs qualify as Career and Technical Education (CTE) programs because of the legislative mandate that requires them to "prepare persons for employment, stability and advancement in a specific occupation, or cluster of closely related occupations" (OAR 589-006-005). Therefore, the CTE Program Approval Standards (Need, Collaboration, Alignment, Design, and Capacity) found in the Oregon Community College Handbook & [Planning Guide](#)³ align with requirements for new AB program proposals.

Community colleges already offer CTE programs leading to certificates and the Associate of Applied Science degree (AAS). Therefore, an applied baccalaureate program can be another step in a career pathway that improves students' access to education.

2. Degree Awarded

As of July 2020, students who successfully complete AB programs at community colleges will be awarded a 'Bachelor of Applied Science' (BAS) per OAR 589-006-0059 (2; 11) and OAR 589-006-0100(4).

3. Data Reporting and FTE for Community College Support Fund (CCSF)

State payments to community colleges from the CCSF will **not** include any payments for FTE attributable to **upper division courses in AB programs**, per OAR 589-002-0110(8) and 589-002-0120(3). This decision originated in legislative discussions associated with Senate Bill 3 (2019), and was subsequently supported by Applied

¹ Senate Bill 3 (2019) added new text to ORS 341 enacting the applied baccalaureate for community colleges.

² Revisions and additions are found across OAR 589-001, 589-002, 589-006, and in 589-008-0100.

³ URL: <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>

Baccalaureate Rules Advisory Committee members. More information may be found in agenda [documents](#)⁴ for the May 14, 2020 Commission meeting. (Note that the FTE funding limitation is only relevant to the Oregon CCSF, and does not apply to other funding sources such as Perkins.)

HECC's Office of Research and Data is currently reviewing changes that may be required for course or program data in order to implement this and other reporting requirements. For questions, suggestions, or coding concerns relevant to upper division courses (300-400 course number series), please email Amy Cox, Director of Research & Data at Amy.Cox@state.or.us and cc: Cat McGrew at cat.mcgrew@state.or.us.

4. Institutional Accreditation

The addition of a program of study at a degree or credential level *above that which is included in the institution's current accreditation* is considered a 'substantive change'⁵ by the US Dept. of Education, and as such, will take significantly longer than a typical new program review. Furthermore, Northwest Commission on Colleges and Universities (NWCCU) considers the addition of an academic program "at a degree or credential level not previously included in the institution's accreditation" to be a **major**, substantive change. **Thus, the first three AB program proposals for any specific college will require closer review.** The first program requires a panel review and potentially both pre- and post-implementation site visits. NWCCU may designate the subsequent second and third new program proposals as either a panel review or NWCCU staff review, and may still require a site visit. (Review NWCCU's [website](#)⁶ for changes to operational practices due to ongoing Covid-19 responses.)

HECC staff strongly recommends that colleges review NWCCU's 'Substantive Change' requirements early in your AB development process. (NWCCU's Substantive Change manual may be found [here](#)⁷.)

5. Approval by College Board of Directors / Board of Education

Adding a higher academic program level above that which is currently offered at the college has implications for your college's accreditation. Accordingly, it is recommended that the college's Accreditation Liaison Officer be included in early college discussions in order to plan accordingly.

⁴ <https://www.oregon.gov/highered/about/Pages/current-materials.aspx>

⁵ U.S. Dept. of Education, Office of Postsecondary Education Accreditation Group (June 2019). Accreditation Handbook. Downloaded 6/2/2020 from <https://www2.ed.gov/adms/finaid/accred/accreditation-handbook.pdf>

⁶ <https://www.nwccu.org/home/covid-19/>

⁷ <https://www.nwccu.org/wp-content/uploads/2018/10/SubstantiveChangeManualFINAL10-2-18.pdf>

A new program at the baccalaureate level will require significant investment of time and resources to plan before presenting the program proposal to HECC for approval. Consequently, the College's Board of Education (or Board of Directors) must formally adopt the applied baccalaureate as a new program level for the college. There must be a proposal submitted at a regularly scheduled Board meeting, and members must vote to approve it, in a manner consistent with the Board's existing board operations policies and bylaws.

Documentation of the Board's approval of the new **degree level** may be submitted to HECC **before or concurrently** with documentation of the Board's approval of the **first** program proposal for an AB program. (See Section C for submission details.)

B. HELPFUL RESOURCES FOR NEW PROGRAM DEVELOPMENT

CCWD's investigation of AB program designs benefited from a strong advisory committee, including members who had experience with Washington and Florida AB implementations. Additionally, NWCCU leadership highlighted several steps in Washington's process that strengthened Washington colleges' subsequent substantive change review by the agency. Therefore, Oregon's new process was modeled on Washington's strengths, but adapted for Oregon.

There is a growing body of information about applied degree programs. Specifically, the Washington State Board for Community and Technical Colleges (SBCTC) has been investigating applied baccalaureate programs since 2005 and as of January 2019, Washington has initiated 3,960 applied baccalaureate programs across 29 colleges. Learn more here:

- a. Applied Baccalaureate Degrees ([Overview](#))⁸
- b. Applied Baccalaureate Degrees by Program / College ([Chart](#))⁹
- c. Examples of Model AB Proposal documents ([Links](#))¹⁰
- d. Community College Baccalaureate [Association](#)¹¹ .
- e. Community College Research Initiatives ([Univ. of Washington](#) ¹²)

⁸ <https://www.sbctc.edu/resources/documents/about/facts-pubs/applied-bachelors.pdf>

⁹ <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/applied-bacc-by-category.pdf>

¹⁰ <https://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/bachelors-program-approval-application.aspx>

¹¹ <https://www.accbd.org/>

The Community College Baccalaureate Association's members, staff or Board of Directors can help you network with others informally, or at their annual conference. Link: <https://www.accbd.org/board-of-directors/> Similarly, the Washington State Board of Technical and Community Colleges provides information on AB programs in community colleges in WA: <https://www.sbctc.edu/>

Articles span topics such as enrollment, completion, and subsequent earnings related to community college baccalaureate degrees.

¹² <https://www.washington.edu/ccri/research/publications/>