

# Articulation of Oregon Community Colleges to Oregon 4-year Public Colleges and Universities

## White Paper

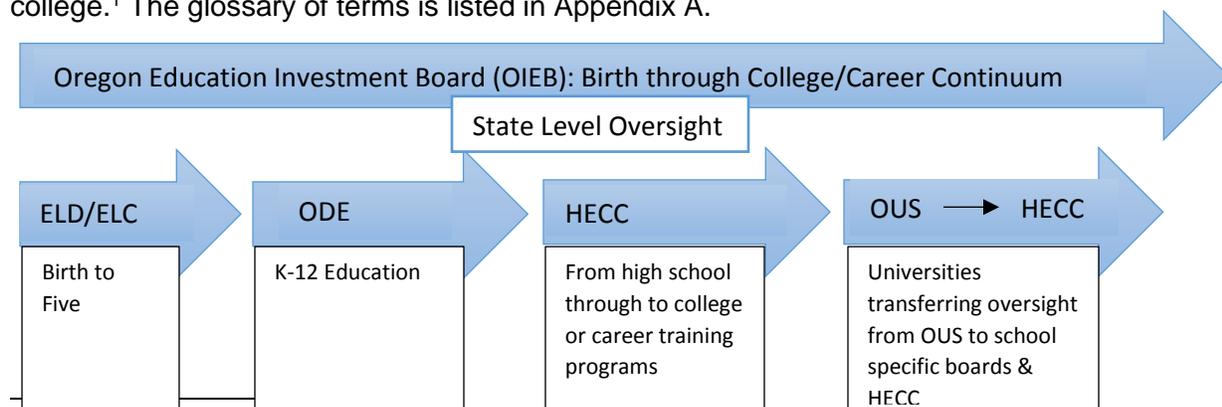
The discussions in this paper were gathered from three years of conversations at the: Qualifications, Credentials, and Pathways Sub-Committee of the state Professional Development Committee and with Oregon Registry Specialists housed at the Oregon Center for Career Development (OCCD) in Childhood Care and Education; with early childhood and out-of-school time professionals; community college; and with 4-year college and university faculty. The topics in this paper are directly related to the issues of portable and stackable credentials that emerged from the Race to the Top Grant and the needs of the Early Learning Division.

The white paper was produced by Portland State University's Early Childhood Council, with the intent of supporting collaborative conversations between and among the early childhood field in Oregon. Individuals interviewed about the articulation process included: faculty who completed the survey on articulation efforts; Roni Pham of the Early Learning Division; Merrily Haas, Oregon Association for the Education of Young Children and Co-Chair of the Qualifications Credentials and Pathways Committee; Christyn Dundorf, Chair of Portland Community College's Early Education and Family Studies; and, Specialists at the Oregon Center for Career Development.

The purpose of the paper is to provide insights into the current strengths and challenges for individuals seeking to transfer their 2-year community college degrees to 4-year colleges and universities. For the purpose of this paper, all discussions focus on public 2- (community colleges) and 4-year institutions (universities) in Oregon.

### Introduction

The need for a continuum of professional growth is widely acknowledged by the Early Learning Division. The development of portable and stackable credentials (certificates, degrees, CDA, Oregon Registry Steps, teaching credentials, and specialized training such as Montessori) is a focus of the work being done to support early childhood practitioners in creating and sustaining movement in their professional growth. Parallel to the work being done in early childhood is the work of the Oregon Education Investment Board (OIEB) and the Higher Education Coordinating Commission (HECC) on the development of coordinated systems---from "Cradle to Career" or birth through college/career---focused on a seamless pathways from pre-school through college.<sup>1</sup> The glossary of terms is listed in Appendix A.



<sup>1</sup> Higher Education Coordinating Commission. (2014). Pathways to Progress: A Strategy for Steering, Cheering and Persevering to Achieve Oregon's Higher Education Goals. Retrieved from: <https://www.eou.edu/provost/files/2014/05/FINAL-HECC-2014-15-Strategic-Plan.pdf>

Currently in Oregon, individuals holding 2-year Community College AA or AAS degrees in early childhood (and related degrees such as, child development, child and family studies, early childhood education, and human development) experience inconsistent results in transferring their degrees to 4-year colleges and universities. These inconsistencies are acknowledged as a gap in portable and stackable credentials.<sup>2</sup> This gap causes individuals to retake coursework at 4-year colleges and universities already completed as part of the original AA/AAS degree. For the purpose of this white paper, early childhood education will be used as the generic name for all early childhood degrees.

Further complicating the issue are the changes in funding for colleges and universities in Oregon. Historically, community colleges received a portion of state funding based on course completion. This model provided incentives for colleges to enroll students and thus provide access to postsecondary education, but did not necessarily provide incentives for institutions to help students successfully complete degree programs. In the past few years, there has been a shift of funding supports from course completion to degree completion.<sup>3</sup> With the 40-40-20 goal of degree completion, state quality initiatives' such as the Quality Rating and Improvement System (QRIS), faculty and students are focusing efforts to support degree completion. Degree completion is further compounded by the college trajectories of individuals in early childhood at the AA/AS/AAS levels, who generally do not complete degrees in the traditional 2-year cycle or follow the traditional transfer to BA/BS pathway.

For students seeking a BA/BS additional complications occur when attempts to transfer a previously earned early childhood AA/AS/AAS degree into a 4-year institute does not fall under an articulation agreement between the community college and the 4-year university. Since most community college early childhood course work are part of career and technical credit, certificates, and degrees, the transfer of college credit is limited. Students often find the need to repeat coursework.

This paper seeks to identify the current barriers to transferring credit between public 2-year community colleges and 4-year colleges and universities. Of particular interest, is the articulation work being done to align the 2-year community college and 4-year colleges and universities led by HECC. This work is has the potential for a positive impact in minimizing the loss of credit when individuals transfer between 2- and 4-year colleges and universities.

Content is as follows: background on the Oregon Registry and the intersection of Registry Steps, the professional development system, college course credits and/or degrees, monetary incentives, and scholarships; the public community colleges that offer 2-year AA, AS, AAS degrees, their structures and current efforts; the public 4-year public institutions that issue BA, BS degrees; and, the role of the HECC and current alignment efforts. The background information is followed by statement of the problem for individuals and a state level, the unintended consequences of the current system, conclusions and supporting documentation.

## **The Oregon Registry and State Professional Development System**

The Oregon Center for Career Development (OCCD) in Childhood Care and Education, located in the Graduate School of Education (GSE) at Portland State University (PSU) provides the

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<sup>2</sup> Professional Development of Oregon's Early Learning Workforce: Foundation for Kindergarten Readiness of Oregon's Children. (2015).

<sup>3</sup> Qualifications, Credentials and Pathways Sub-committee of the Professional Development Committee (2014).

evaluation of training and education for Oregon Early Childhood Professional Development System funded by Child Care Development Fund (CCDF) dollars and administered by the Early Learning Division (ELD) at the Oregon Department of Education (ODE).<sup>4</sup> OCCD evaluates professional development in the form of community based training and education. Community based training is defined as in-service sessions, workshops and trainings from local Child Care Resource and Referrals (CCR&R) programs, and training from other training agencies or independent trainers. Training can be delivered in person or through distance education. Education is defined as college coursework, certificates, and degrees coming from regionally accredited public and private colleges and universities. Requirements for documentation of training and education are found in the Training and Education Criteria that provides the minimum standards of content for acceptance to the Oregon Registry.

Since 2011, the Oregon Registry has experienced rapid growth. The predecessor of ELD, the Child Care Division (CCD), decided to align and streamline the submission of training and education for licensing and proposed quality initiatives, by requiring all individuals working in licensed center based and family child care homes to submit annual training documentation for Office of Child Care Licensing (OCC) licensing requirements. To accomplish this goal, the Oregon Registry Online (ORO) database was built to house the training and education that was processed. Additionally, the OCCD used the database to process Oregon Registry Steps (Steps). The Oregon Registry Steps are a career lattice of 12 Steps and three half steps that sequence community based training and/or college credit and degrees. Oregon Registry Steps are tied to incentives including Educational Awards and Scholarships.

The CCR&R and Western Oregon University’s (WOU) Quality Rating and Improvement System (QRIS) also came to use ORO to determine if program staff met Step requirements for different Star ratings. QRIS Star designations come with both program level and individual level monetary incentives.

The use of ORO, combined with the rapid growth of Oregon’s professional development system came to highlight the importance of a coordinated system. Further compounding the issue is Oregon’s 40-40-20 goals. Many incentives and state quality initiatives are impacting individuals seeking specific Steps on the Registry. Failure to achieve a designated Step can lead to the loss of financial incentives (both individual and program level) and access to individual scholarship dollars.

The following data about educational attainment and scholarships shows the cross section of educational attainment and scholarship dollars. In 2012, there were a total of 20,873 individuals working in OCC licensed programs.<sup>5</sup> As a point of clarification, Head Start programs were only partially licensed by OCC. Head Start licensed programs have increased since the 2012 data reports. Figure 1 provides data on levels of educational attainment.

	Centers		Large Home-Based		Small Home-Based	
	N	%	N	%	N	%
Less than high school diploma	178	1.8	44	3.2	196	10.1

<sup>4</sup> State of Oregon (2014). State of Oregon, Child Care & Development Fund (CCDF) Plan. Retrieved from [http://www.oregon.gov/OCC/Pages/state\\_plan.aspx](http://www.oregon.gov/OCC/Pages/state_plan.aspx)

<sup>5</sup> Oregon Center for Career Development in Childhood Care and Education & The Oregon Child Care Research Partnership (2014). *Oregon Early Learning Workforce: A First Look 2012 Baseline Year*. Retrieved from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/ccerr-2012-workforce-findings-final-10-24-2014.pdf>

High school or GED	2,335	24.2	402	29.4	784	40.3
Some college, certificate, or foreign degree	2,018	20.9	381	27.9	511	26.3
AA/AS/AAS	1,544	16.0	169	12.4	220	11.3
BA/BS or higher	3,581	37.1	371	27.1	234	12.0
Totals	<b>9,656</b>		<b>1,367</b>		<b>1,945</b>	
Note: There were 5,413 individuals in Centers, 928 in Large Home-Based Care, and 1,564 in Small Home-Based Care who were missing data on education						

Figure 1: Oregon Early Learning Workforce: A First Look 2012 Baseline Year<sup>6</sup>

Additionally, of the above 2,044 participated in the Oregon Community Foundation Statewide Scholarship program, formerly the Betty Gray Scholarship, of those 14.7% used the scholarship dollars for college credits.<sup>7</sup> There were 2,514 or 54.6% of individuals who have earned an Oregon Registry Step have college course credit hours. The Oregon Community Foundation's Betty Gray Community College Scholarship (BGCCS) Program Evaluation showed that between 2004-2012, there were 1,166 individuals enrolled at community college with scholarship dollars.<sup>8</sup> The relationship between community college units in early childhood and the ability to transfer credits between community colleges and 4-year colleges and universities is impacted by the shift from an enrollment based model to a degree completion model.

Due the complex and interwoven nature of Oregon's early childhood professional development system, it is valuable to understand the context in which the 2-year to 4-year college and university alignment intersects with the early childhood field and Oregon's professional development system.

### **Background: Understanding Articulation of Community College to 4-year Institutions**

There are 17 public community colleges and seven public 4-year in Oregon Colleges and Universities. All Oregon 2- and 4-year colleges and universities are regionally accredited by the Northwest Commission on Colleges and Universities. Early childhood educational programs of study vary in name between colleges and universities. For a complete list of programs of study by college, please see Appendix B.

The current alignment of public 2- and 4 years public colleges and universities in Oregon are as follows. Public 4-year colleges and universities are undergoing a transition as the Oregon University System (OUS) prepares to close its doors on June 30, 2015. At that time, Oregon's four technical and regional universities Eastern Oregon University, Oregon Tech, Southern Oregon University, and Western Oregon University will join Oregon State University, Portland State University, and University of Oregon in having their own de-centralized institutional governing board. With the elimination of the OUS, the collaboration functions between the universities and their partnering with community colleges will transfer to the Higher Education Coordinating Commission (HECC).<sup>9</sup>

<sup>6</sup> Oregon Center for Career Development in Childhood Care and Education & The Oregon Child Care Research Partnership (2014). *Oregon Early Learning Workforce: A First Look 2012 Baseline Year*. Retrieved from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/ccerr-2012-workforce-findings-final-10-24-2014.pdf>

<sup>7</sup> Weber, B. & Grobe, D. (2014). Betty Gray Early Childhood Training and Certification Scholarship Program Evaluation. Retrieved from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/betty-gray-community-early-childhood-training-and-certification-scholarship-program-evaluation-1-20-2014.pdf>

<sup>8</sup> Weber, B., Grobe, D. & Lipscomb, S. (2013). Betty Gray Community College Scholarship Program Evaluation. Retrieved from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/betty-gray-community-early-childhood-training-and-certification-scholarship-program-evaluation-1-20-2014.pdf>

<sup>9</sup> Oregon University System. (2014). Governance Transition. Retrieved from <http://www.ous.edu/about-ous/governance-transition>

The outline of Oregon’s 2-year community colleges and 4-year college accreditation and degree offerings are listed in Figure 1. Discussions of AA/AS/AAS, AAOT, and BA/BS, MA/MS, and Ed.D. /Ph.D. follow.



In 2011-2012, community colleges taught 2,301 early childhood education students.<sup>10</sup> Webber, Grobe, and Lipscomb (2013) further reported,

Together the community colleges offered 352 different ECE courses in 2011-2012 with an average of 22 courses per college. Offerings ranged from as few as 14 courses to 66 courses at a single college. Ten colleges reported that the number of courses has grown over the 8 years. The other respondents either did not know (two) or reported the number of courses remained about the same (four). College offered almost double the number of sections as they did courses. Section offerings [defined as number of a single class] offered ranged from 0 to 124 and averaged 40.

...the number of early childhood education students ranged widely from 7 to 460 students with an average of 144 students per college. This number was somewhat inflated, as three colleges could not produce an unduplicated number of students served, that is, they summed the number of registrants for each quarter. Summing registrations could have a single student counted up to four times.

The community college offering provide insight into the amount of early childhood course offerings in Oregon and the enrollment in those courses. Data on course offerings and enrollment was not available for the 7 four-year colleges and universities.

### **The Role of Community Colleges**

The purpose of community colleges as outlined in the Oregon Community College Handbook and Planning Guide<sup>11</sup>

- Strengthen academic and technical knowledge and skills,
- Prepare for entry into, or advancement in, the workplace;

<sup>10</sup> Weber, B., Grobe, D. & Lipscomb, S. (2013). Betty Gray Community College Scholarship Program Evaluation. Retrieved from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/betty-gray-community-early-childhood-training-and-certification-scholarship-program-evaluation-1-20-2014.pdf>

<sup>11</sup> Oregon Employment Department (2011). Oregon Community Colleges Handbook & Planning Guide. Retrieved from <http://handbook.ccwwebforms.net/handbook>

- To complete preparatory work for post-secondary education and training;
- To complete secondary credential requirements; or
- To enhance knowledge, skills and abilities of an educated citizenry.

Community Colleges are tasked with offering<sup>12</sup>

- Lower division transfer degrees and courses
- Career and technical degrees, certificates, and courses
- Adult continuing education courses
- Workforce programs (non credit)
- Adult Basic skills (non credit)

Highlighted below are the differences between lower division transfer degrees/courses and career and technical degrees/certificates/courses. Traditionally the Associates of Arts Transfer Degree is the vehicle to continue to a 4- year degree, BA/BS. The Career and Technical degrees in early childhood education AA/AS/AAS have been viewed as educational experiences designed for professionals whose primary responsibility and focus is "child care". The early childhood education degree---in the past---was viewed as "terminal" in a practical sense and differed in program content and required skills. However, many students later decide to transfer to four-year institutions.

**Lower division transfer degrees and courses:** Lower Division transfer degrees are called Associate of Arts Oregon Transfer Degrees (AAOT). The purpose of these degrees are for students who want to complete their first two years of college education, with flexibility to transfer to any public Oregon College or University. Students who complete these degrees and are accepted at Oregon public universities will be admitted as having completed all lower division comprehensive and general education requirements for a baccalaureate degree. The transfer of units are a block-transfer degree, which means that students transfer their coursework for their degree as unit and are guaranteed to have met the lower division (100- and 200-level) general education requirements. Students who complete these degrees are considered juniors for the purpose of registration in 4-year colleges and universities. Students who do not use an AAOT to transfer coursework may find that a percentage of their coursework does not transfer and must be repeated when they enroll in a 4-year college or university.

Students with an AAOT do not have their focus of study listed on their degrees. For the purpose of the Oregon Registry, students with AAOT degrees must submit a transcript to be evaluated for a Step on the Oregon Registry. AAOT degrees are considered to be 'out-of-the-field" thus requiring evaluation of coursework to Oregon's Core Body of Knowledge for a Registry Step.

**Career and technical degrees, certificates and courses:** Career and technical degrees in early childhood in Oregon are listed as AA/AS/AAS degrees. Career and Technical degrees include a focused area of study or program of study. While units vary between community colleges, the general requirements range from 18-70 units in a specific concentration of early childhood. These degrees in the program of study at the individual community college vary in name (see Appendix B). Career and technical degree transfers to 4-year colleges and universities have challenges of articulation that are not present in the AAOT pathway. Further,

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<sup>12</sup> Oregon Employment Department (2011). Oregon Community Colleges Handbook & Planning Guide. Retrieved from <http://handbook.ccwwebforms.net/handbook>

some of the degrees list only the AA/AS/AAS designation on their degree and not the program of study. This action requires evaluation of transcripts for Oregon Registry Steps.

All 17 community colleges also have credit for prior learning agreements with the Oregon Registry. Individuals who have a Step 7 on the Oregon Registry may articulate 120 hours of community based training for 8-15 units of college course credit in early childhood education.

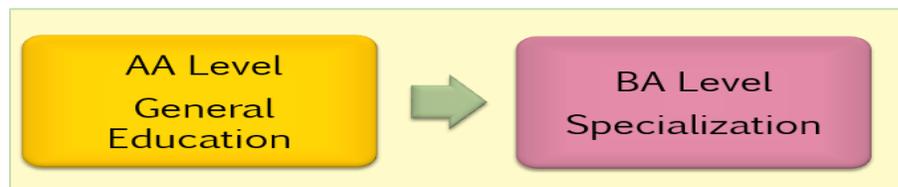
Career and technical degrees have credits coded as career and technical education credit. Up to 12-credits of career and technical credits may be transferred into the AAOT. The difference between academic credit coding and career and technical education credit is identified as a barrier for participant in early childhood program of student degree and certificate programs.

While AA/AS/AAS degrees include both general education coursework and a program of study, Early Childhood Certificates are a concentration of units, generally between 18-30 units, in the specific early childhood program of study. Students with an AA/AS/AAS have their coursework evaluated on a course-by-course basis and do not have a guarantee of units accepted by 4-year colleges and universities. The majority of students find that a percentage of coursework must be repeated.

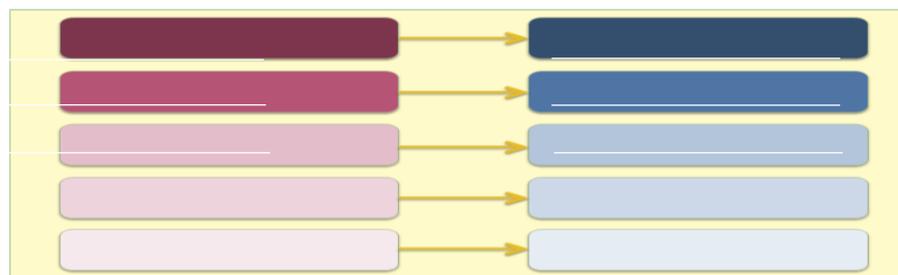
This has led 2-year community colleges to develop individual articulation agreements with 4-year colleges and universities. While early articulation agreement is unique, there are four basic structures by which articulation occurs.

**Articulation Models:** Articulation agreements between community colleges and 4-year colleges and universities follow four general structures for early childhood education. Christyn Dundorf (2015) at Portland Community College provided the background information for the models. The following articulation models are part of degree completion programs,

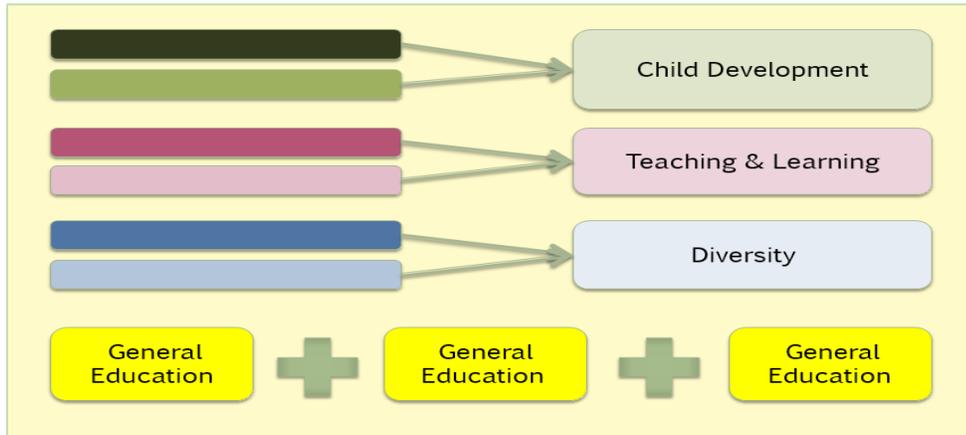
**Traditional Articulation Model:** Undergraduate general education coursework is taken at a community college and transferred into the 4-year college or university. All major or specialty course work is taken at the 4-year college or university.



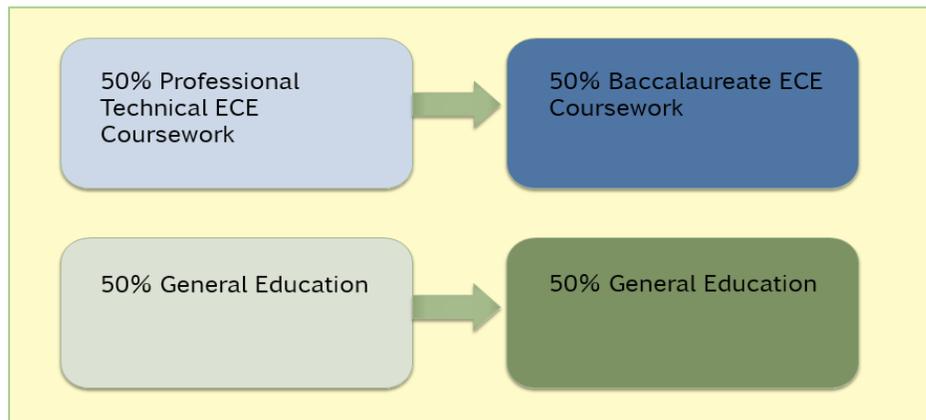
**Course by Course Model:** Individual courses are taken at the community college and articulated based on a match of class content to courses at a 4-year college or university.



**Competency/Focus Area Articulation** Community college coursework is arranged into blocks by content/subject area, those blocks are then transferred to the 4-year college or university.



**Balanced Technical to Theoretical Model:** Approximately 50% of the coursework is taken in both general education and the specialized course work. The remaining 50% of general education and specialized course work is taken at the 4-year college or university.



**Current Articulation Efforts:** In the past few years, there has been a surge of interest in community college to community college articulation. The Community College Early Childhood Faculty and designated Community College Administrators, the Early Learning Division, the Oregon Association for the Education of Young Children and their Grand Articulation Summit, the Qualifications, Credentials and Pathways Committee, a sub-committee of the Professional Development Committee, and the Oregon Department of Community Colleges and Workforce Development, all have contributed to conversations about the ongoing work at community colleges. The efforts have focused on the following activities.

- The 2014 Grand Articulation Summit and the work to map current community colleges offering between NAEYC Standards and their corresponding Fusion areas. Fusion areas were part of 2005-2007 work to come to agreement on common required areas of core knowledge that each community college was covering even though the course titles and numbers might be different. The fusion chart was updated by 14 of the 17 community

colleges in spring and fall of 2014 and aligned individual coursework at each college to the corresponding categories below.

<b>NAEYC Standards</b>	<b>Corresponding Fusion Area(s)</b>
1. Promoting Child Development and Learning	Child Development
	Children's Health
2. Building Family and Community Relationships	Child In Context
3. Observing, Documenting, and Assessing to Support Young Children and Families	Observation
4. Using Developmentally Effective Approaches	NAEYC embeds Guidance in this Standard. The NAEYC standard also includes a focus on the nature of instructional interactions and strategies.
5. Using Content Knowledge to Build Meaningful Curriculum	Curriculum
6. Becoming a Professional	Professionalism
7. Early Childhood Field Experiences	New national accreditation criteria pull field experiences out. We will need to demonstrate that students have experiences in more than one type of setting.

The Fusion table can be found at:

<https://docs.google.com/spreadsheets/d/1zY8XEuwL3UYJnFj4PpaSNHLbtdXYOe7Sdi0ekkO1oXM/edit#gid=407225720>

- The Early Learning Division Professional Development Grants, the purpose is to invest in an educated early learning workforce by creating higher education programs that support non-traditional students, by:
  - expanding and scaling up partnerships involving community colleges to create early childhood stackable and portable certificates, credentials, and degree programs that prepare more non-traditional, dual-language educators, and that support more seamless transitions from high school to degree completion, and by
  - scaling up AA degree programs to be flexible in meeting the needs of the existing early childhood workforce and provide a comprehensive array of supports to individuals completing degrees in Early Childhood Education.
  
- The exploration of the Genius program for community colleges. The Genius program allows community colleges students to register at participating Oregon Community colleges through their college of admission (home college). This allows students to take any course that a particular college has put forward to share---including early childhood core classes and specialty class that may be offered only once a year at the home college.. While classes may be taken online at another college, the students' financial aid remains at the home college, as does the degree when issued. The following colleges are participating or exploring participation – Chemeketa, Clackamas, Klamath, Rogue, Southwestern, and Umpqua. Barriers to participation include the technology issues that occur between community colleges on different technology platforms.

## **The Role of 4-year Colleges and Universities**

In Oregon, there are seven public colleges and universities. All Oregon Universities, except Oregon Tech offer a type of BA/BS in a form of early childhood education. See Appendix B for a complete list of degrees and majors by college. Programs offer a variety of career options to work with children and or families.

**Degree Programs:** Degree programs provide students an opportunity to complete their total coursework at the college or university. This includes all general education credit and then the program of study coursework. At some colleges and university upper division coursework in a major are co-located with graduate level coursework.

**Degree Completion Programs:** Degree completion programs are programs that require students to take their pre-requisite coursework at a community college. This generally included the concentration of their program of study in early childhood education and their general education requirements. Students then complete their upper division coursework at the 4-year institution. These programs can be in person, however they tend to be more commonly found as part of an on-line degree program. Degree completion programs are available at the Baccalaureate level.

Degree completion programs at 4-year universities often have agreements with one or more community college. These articulation agreements protect students who transfer with an AA/AS/AAS and provide an agreed about of accepted units between the community college and university. However, if a student transfers between a 2-year and 4-year institution where there is no articulation agreement, then each student's transcript is evaluated individually for acceptance of college credit/course work.

## **The Role of the Higher Education Coordinating Commission (HECC)**

The Higher Education Coordinating Commission (HECC) is a 14-member, volunteer board. The HECC has the responsibility of overseeing the segments from high school to college/career by coordinating the network for educational achievement (college and career training programs) beyond a high school diploma. The HECC is responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy. Its statutory authorities include the development of biennial budget recommendations, making funding allocations to community colleges and public universities, approving new academic programs in the public system, allocating Oregon Opportunity Grants (state need-based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, licensing private career and trade schools, and overseeing programs for veterans.

HECC organizes their responsibilities around four distinct functions.<sup>13</sup>

- Broaden pathways to 40-40 Goals (of the 40-40-20 goal for educational attainment)
- Math pathways accessible, affordable, and supportive for students
- “Steer” the higher education enterprise
- “Cheer” the promotion of college completion and career readiness

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<sup>13</sup> Higher Education Coordinating Commission. (2014). Pathways to Progress: A Strategy for Steering, Cheering and Persevering to Achieve Oregon's Higher Education Goals. Retrieved from: <https://www.eou.edu/provost/files/2014/05/FINAL-HECC-2014-15-Strategic-Plan.pdf>

The HECC has set as its mission, the achievement of the state's statutory target of having 40 percent of adult Oregonians with a four-year degree or better and another 40 percent with a two-year degree or postsecondary certificate by the year 2025. The HECC further outlined in its 2012-2013 Reports the following needs for Oregon's post-secondary system, a partial listing is found below as potentially impacting early childhood education.<sup>14</sup>

- Credit for Prior Learning (CPL): In response to House Bill 4059 (2012), the HECC established an advisory committee representing community colleges, public universities, not-for-profit institutions and for-profit private career colleges to work on ways to increase the number of students who receive academic credits for prior learning. The legislation mandated annual reports to the Legislature. A full report can be found at <http://www.oregon.gov/gov/docs/OEIB/HECC4.pdf>
- Common Course Numbering: As directed by House Bill 2979 (2013), the HECC convened a work group to "identify strategies to establish a CCN system for lower-division undergraduate courses," a project that has a 30-year history in Oregon. The work group noted that the foundation for its work is common learning outcomes. It surveyed successful practices in other states and recommended "regular and ongoing convening across postsecondary sectors to facilitate the alignment of essential learning outcomes at the course and major level as the consistent foundation for CCN." A full report can be found at [http://www.oregonlegislature.gov/citizen\\_engagement/Reports/CCN\\_Report2013.pdf](http://www.oregonlegislature.gov/citizen_engagement/Reports/CCN_Report2013.pdf)

Currently, the HECC has a rule making hearing scheduled for April 15, 2015 to "remove restrictions on the designation of major or areas of study in community college."<sup>15</sup> The rule summary is as follows.

A change in this rule is necessary to delete 589-006-0100 (10) and thereby remove the restriction from designation of major or areas of study as a component of an Associate of Arts Oregon Transfer and Associate of Science degree award title. The restriction poses a barrier to student success and degree completion. Identifying a major and establishing an education plan is an important factor in retention and completion and facilitates smooth transitions between two- and four-year institutions. Community College Instructional Administrators and University Provost Council have been consulted and support this rule change as a means to improve advising, transfer, and degree completion.

In other words, the proposed rule change of the HECC starts to lay the foundation for state and institutional level conversations between the community colleges and 4-year colleges and universities for new ways to articulate career and technical degrees, certificates, and courses into the academic course work and degrees of 4-year colleges and universities.

### **The Statement of the Problem**

In a survey of community college and 4-year colleges and universities the following was highlighted as barriers in articulation. Participants were asked, *What do you see as the current barriers/challenges to articulation between community colleges and 4-year universities?* (n=9).

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<sup>14</sup> Higher Education Coordinating Commission. (2014). Pathways to Progress: A Strategy for Steering, Cheering and Persevering to Achieve Oregon's Higher Education Goals. Retrieved from: <https://www.eou.edu/provost/files/2014/05/FINAL-HECC-2014-15-Strategic-Plan.pdf>

<sup>15</sup> The Higher Education Coordinating Commission. (2015). Notice of proposed rulemaking hearing. Retrieved from: [https://gallery.mailchimp.com/4594642efda13a6f682ce6914/files/589\\_006\\_0100\\_Public\\_Hearing\\_Notice.pdf](https://gallery.mailchimp.com/4594642efda13a6f682ce6914/files/589_006_0100_Public_Hearing_Notice.pdf)

- Course Equivalency Issues (57%)
- Career and Technical identification versus Academic Identification of Coursework (42%)
- Students needing an AAOT, rather than an AA, AS/AAS in Early Childhood (28%)
- Number of transferable units between community colleges and universities (14%)

Other identified barriers that came out of the narrative included:

- With exception of PSU, there often is a gap with math requirements for our students. Many students choose PSU for this reason however, we have a growing number of students who go to EOU. We are willing to work with and articulate with all universities.
- Requirements for Bachelor's degree (liberal arts requirements, TSPC requirements, etc.) not lining up with what students get at the CC
- Valuing CC coursework (Particularly ECE and CTE) in transfer to university level.

### **The Individual Level Problem:**

The early childhood transfer student problem: The problem of transfer and articulation

Students who earn career and technical degrees, certificates and/or courses in a child care/child education-related program from a two-year institution is likely to have difficulty transferring these credits to a four-year institution.

### **The State Professional Development System Problem:**

The community college to university problem: The reliance on individual articulation efforts

The reliance on individual articulation efforts continues to place the articulation burden on the student. Community colleges continue to create shared meaning through programs such as the Fusion Chart, the Early Learning Division Professional Development Grants, and the Genius project. Four-year universities do not yet have the same level of collaborative outcomes.

As work continues in the articulation of community colleges to 4-year universities, system considerations include continued work on the lack of clear definition of expected proficiencies by both the sending and receiving institutions, and wide variation in course/program content among colleges and universities that effect course equivalency work.

### **The Unintended Consequences**

The continued evolution of the public post-secondary system in Oregon, leaves students vulnerable when transitioning between community college and 4-year universities. Colleges have worked individually to create articulation agreements, but some students are left behind when their college choice lack articulation. Further, the complexity of naming offerings, majors, programs of study lead to confusion in the transference of credit between all post-secondary institutions.

### **Conclusion**

*As stated, the issues are complex and have consequences for individuals, colleges and universities, and the state agencies all involved in the professional development system. This paper offers an overview of the complexity of the problem. The following appendix provide additional information that may be useful.*

Appendix A - Glossary of Terms

Appendix B – List of College and University Articulation Agreements

Appendix C – List of College and University Degrees and Majors

Appendix D – Universal Contact List

Appendix E – Universal Contact List

Appendix F – HECC Rule Making Hearing Documentation

## Appendix A

### **Glossary of Terms**

**AA Degrees** – An **associate degree** is an undergraduate academic degree awarded by community colleges, junior colleges, technical colleges, bachelor's degree-granting colleges, and universities upon completion of a course of study usually lasting two years. In the United States, and some areas of Canada, an associate degree is often equivalent to the first two years of a four-year college or university degree. In spite of high unemployment, there is high demand for people with skills that often require no more than an associate degree, such as lab technicians, midwifery, nurses, and nutritionists, teachers in early-childhood programs, computer technicians, draftsmen, radiation therapists, paralegals, and machinists.<sup>16</sup>

**Accreditation** - process in which certification of competency, authority, or credibility is presented.

**Accreditation Agencies** – The U.S. Department of Education defines the role of accrediting agencies is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency.<sup>17</sup>

**BA Degrees** – (also *baccalaureate*) is usually earned for an undergraduate course of study that normally requires three to five years of study (depending on institution and field of study).<sup>18</sup>

**Betty Gray Early Childhood Community College Scholarship** - Scholarships are available through all 17 of Oregon's community colleges for students who are pursuing a degree or certificate in early childhood education and are committed to a career in that field. This 10-year, \$150,000-per-year program assists 160 to 170 Oregon early childhood students each year.<sup>19</sup>

**Career Colleges or Schools** - Career colleges and trade schools are traditionally distinguished from two-year junior colleges and four-year universities by their goal to impart job-specific training and education to students who work in fields that are considered part of the workforce, rather than the aim to provide academic education for students pursuing careers in disciplines and professions.<sup>20</sup>

**Child Care Resource and Referral (CCR&R)** - Child Care Resource and Referral: 12 programs located by geographic area across Oregon to provide parent referral for care and professional development opportunities for individuals who work with children, tracks data for local level for care resource and referral programs to be reported state and nationally.

**Early Learning Council (ELC)** - The Early Learning Council is the governing body overseeing the Early Learning System. As part of the [40/40/20 education goal](#), and the Governor's vision for a seamless education system from birth through college, the Early Learning Council guides

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<sup>16</sup> Wikipedia (2015). Retrieved from [http://en.wikipedia.org/wiki/Associate\\_degree](http://en.wikipedia.org/wiki/Associate_degree)

<sup>17</sup> US Department of Education (2015). The Database of Accreditation Postsecondary Institutions and Programs. Retrieved from <http://ope.ed.gov/accreditation/>

<sup>18</sup> Wikipedia (2015). Retrieved from [http://en.wikipedia.org/wiki/Bachelor%27s\\_degree](http://en.wikipedia.org/wiki/Bachelor%27s_degree)

<sup>19</sup> Oregon Community Foundation (2015). Betty Gray Scholarships. Retrieved from <http://www.oregoncf.org/grants-scholarships/grants/ready-to-learn/bettygray>

<sup>20</sup> Wikipedia (2015). Retrieved from [http://en.wikipedia.org/wiki/Vocational\\_school](http://en.wikipedia.org/wiki/Vocational_school)

efforts to streamline state programs, provides policy direction to meet early learning goals statewide, and provides oversight for services supporting children and families across Oregon.<sup>21</sup>

**Early Learning Division (ELD)** – Early Learning Division: formed through 2011 legislative action to align all services statewide for programs serving children birth through five and their families, reports to the Early Learning Council, a sub-committee of the Oregon Education Investment Board (OEIB), chaired by Oregon’s Governor. The ELD is a unit of the Oregon Department of Education that promote and provide support for various intervention programs that can improve school readiness and promote positive outcomes for children. The Early Childhood Unit works with young children, their families and their community partners in a variety of settings to facilitate their success.<sup>22</sup>

**Early Learning System** – Oregon’s early learning system’s core initiative are prepare our children for Kindergarten [children 0-5 years and their families], create stable and attached families, and bring services together statewide. The core initiatives of the Early Learning System include: community support to children and families, connecting to health care, improving child care, pre-k engagement and social experiences, and the Race to the Top – Early Learning Challenge Grant. Specific statewide work includes the Early Learning Hubs, Kindergarten Assessment, Core Initiatives [mentioned above] all directed by the Early Learning Council.<sup>23</sup>

**Four- Year College and Universities** – Defined as Oregon public four year colleges and universities that offer baccalaureate, master, and/or doctorate degrees. In Oregon, there are seven universities: Eastern Oregon University, Portland State University, Oregon Institute of Technology, Oregon State University, Southern Oregon University, University of Oregon, and Western Oregon University. Oregon Institute of Technology is the only university that does not offer an early childhood or education track as a program of study.

**Higher Education Coordinating Commission (HECC)** - The Higher Education Coordinating Commission (HECC) is a 14-member, volunteer board. The HECC has the responsibility of overseeing the segments from high school to college/career by coordinating the network for educational achievement (college and career training programs) beyond a high school diploma.<sup>24</sup>

**Oregon Association for the Education of Young Children** – The state chapter of the National Association for the Education of Young Children.

**Oregon Center for Career Development (OCCD)** - Oregon Center for Career Development in Childhood Care and Education, at Portland State University, Graduate School of Education: provides leadership in the development and operation integrated and statewide professional development standards and system, and monitoring for the childhood care and education field, home of the Oregon Registry and ORO.

**Oregon Department of Education (ODE)** - is responsible for implementation of state policies with respect to public education at the birth through five [Early Learning Division], and kindergarten through community college level [Oregon Education Investment Board].

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<sup>21</sup> Early Learning Council (2015). Retrieved from <http://oregonearlylearning.com/early-learning-council/>

<sup>22</sup> Oregon Department of Education (2015). Early Childhood Education. Retrieved from <http://www.ode.state.or.us/search/page/?id=533>

<sup>23</sup> State of Oregon (2015). Oregon’s Early Learning System. Retrieved from <http://oregonearlylearning.com/other-priorities>

<sup>24</sup> Higher Education Coordinating Commission. (2014). Pathways to Progress: A Strategy for Steering, Cheering and Persevering to Achieve Oregon’s Higher Education Goals. Retrieved from: <https://www.eou.edu/provost/files/2014/05/FINAL-HECC-2014-15-Strategic-Plan.pdf>

**Oregon Educational Investment Board (OIEB)** - is chaired by the Governor and was created in 2011 to oversee an effort to build a unified system for investing in and delivering public education from birth to college & career. We envision a system that links all segments of the educational experience together to ensure each student is poised for a promising future<sup>25</sup>.

**Office of Child Care Licensing (OCC)** - Office of Child Care: Licensing is the regulatory branch of the OCC that monitors and enforces compliance in accordance with the OAR for Registered Family Child Care, Certified Family Child Care, and Center Based Programs in Oregon.

**Oregon's Quality Rating and Improvement System (QRIS)** - Oregon's (tiered) Quality Rating Improvement System: a system using progressively higher program standards to evaluate and communicate the quality of an Early Learning and Development Program and to support program improvement.

**Oregon's Professional Development System** – Oregon's professional development system for childhood care and education: the partnership of state agencies and initiatives funded by the Early Learning Division and lead by the Early Learning Council, federal grants, and state dollars. For the purpose of this paper, the ELD funds the CCR&R, OregonAEYC, OCCD, and TRI's QRIS.

**Oregon's Statewide Scholarship** - Administered by OCCD, the Statewide Scholarship, formerly the John and Betty Gray or Betty Gray Scholarship provides funding for both community based and college credits.

**Oregon University System (OUS)** – The Oregon University System (OUS) Chancellor's Office and the Oregon State Board of Higher Education (OSBHE) are responsible for the governing of The Technical and Regional Universities (TRUs) -- Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University until June 30, 2015.<sup>26</sup>

**Race to the Top – Early Learning Challenge Grant** - Race to the Top Early Learning Challenge Grant: a federal grant of \$30 million dollars awarded to Oregon in 2013 (an initial \$20 million and 9 months later \$10 million) for four years to implement coherent, compelling, and comprehensive early learning education reform for the QRIS, childhood care and education workforce initiatives, family and community access to care, enhancement of QRIS data systems, and kindergarten assessment.

**Regional Accreditation** - Regionally accredited higher education institutions are predominantly academically oriented, non-profit, or state-owned institutions.<sup>27</sup>

**Teaching Research Institute at Western Oregon University** - Teaching Research Institute: located at Western Oregon University, TRI is responsible for the QRIS initiative and the central coordination of the CCR&R for OCC.

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<sup>25</sup> State of Oregon (2015). The Oregon Education Investment Board (OIEB). Retrieved from: <http://education.oregon.gov/Pages/default.aspx>

<sup>26</sup> Oregon University System (2015). About OUS. Retrieved from <http://www.ous.edu/about-ous>

<sup>27</sup> Anderson, I. (2015). White Paper: Distance Education Accreditation and the Oregon Registry. Available through the Oregon Center for Career Development in Childhood Care and Education. [www.pdx.edu/occd](http://www.pdx.edu/occd)

Appendix B

**List of College and University Articulation Agreements**

	Eastern Oregon University	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Other
<b>Blue Mountain Community College</b>	CUESTE - Teacher Education Program		X	X		X	
<b>Central Oregon Community College</b>		X		X			
<b>Chemeketa Community College</b>	BA in Liberal Studies - Early Childhood Education Concentration	Elementary and Early Childhood Education	Early Childhood Education to All Majors			X	
<b>Clackamas Community College</b>	X		AAS Early Childhood Education to Child & Family Studies or AAS Human Services to Child & Family Studies	AAS Early Childhood Ed to BA/BS Early Childhood Development		X	
<b>Clatsop Community College</b>							
<b>Columbia Gorge Community College</b>	Degree Partnership	Degree Partnership	Degree Partnership				PCC
<b>Klamath Community College</b>	BA or BS in Liberal Studies - Early Childhood Education Concentration			AGS to BA or BS in Early Childhood Development			
<b>Lane Community College</b>		Elementary Ed – Liberal Arts	AAS in Early Childhood Education to All Majors		Elementary Education	Direct Transfer (General Education)	
<b>Linn-Benton Community College</b>		Elementary Education	AAS Child & Family Studies to Bachelor in Child & Family Studies	AAS Child & Family Studies to BA in Early Childhood Development – online		Elementary Education	

	Eastern Oregon University	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Other
<b>Mt. Hood Community College</b>	Education		AAS in Early Childhood Education to Bachelor's in Child & Family Studies	X			
<b>Oregon Coast Community College</b>		X					
<b>Portland Community College</b>			AAS in Early Childhood Education to BA or BS in Children & Family Studies; transfer to all majors	AAS in Early Childhood Education to Bachelor's in Early Childhood			
<b>Rogue Community College</b>			AAS in Human Services to All Majors	XAS in Elementary Education (EE) to Bachelor in Elementary Education (EE) or AS in Early Childhood Development (ECD) to Bachelor in Early Childhood Development (ECD)			
<b>Southwestern Oregon Community College</b>	AAS Childhood Education & Family Studies to BS in Liberal Studies with Concentration in ECE or o AAS Childhood Education & Family Studies to CUESTE (Elementary Teacher Education)		AS/AAS Childhood Education & Family Studies to Bachelors of Social Science	AAS Childhood Education & Family Studies to BA/BS in Early Childhood Development		X	

	Eastern Oregon University	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Other
Tillamook Bay Community College		General Transfer	General Transfer			General Transfer	
Treasure Valley Community College	Elementary Education						Boise State to ECE / University of Idaho to Education AA
Umpqua Community College				AS in Early Childhood Education to Bachelor's in Early Childhood Development			
College of the Redwoods				X			
College of the Siskiyou				X			

X= Early Childhood focus transfer as reported by college or college website  
Detailed information retrieved from CCWD 2012 Oregon Community College Articulation Agreements  
<http://www.oregon.gov/ccwd/pdf/freqdocs/articulationagreementsreport2012.pdf>

Appendix C

**List of College and University Degrees and Majors**

*Certificate programs were not listed. There exist an extensive list of certificate programs in early childhood at the community colleges that vary in units. Please check individual colleges for certificate listings.*

	AA	BA/BS	M.Ed./MA/MS	Ed.D./Ph.D.
<b>Blue Mountain Community College</b>	AAS Early Childhood Education			
<b>Central Oregon Community College</b>	AAS Early Childhood Education or AAOT Transfer Degree in ECE			
<b>Chemeketa Community College</b>	AAS Early Childhood Education			
<b>Clackamas Community College</b>	AAS Early Childhood Education or AAS Human Services			
<b>Clatsop Community College</b>	AAS Early Childhood Education			
<b>Columbia Gorge Community College</b>	AAS Early Childhood & Family Studies			
<b>Klamath Community College</b>	AAS Education			
<b>Lane Community College</b>	AAS in Early Childhood Education			
<b>Linn-Benton Community College</b>	AAS Child & Family Studies			
<b>Mt. Hood Community College</b>	AAS in Early Childhood Education			
<b>Oregon Coast Community College</b>				
<b>Portland Community College</b>	AAS in Early Childhood Education			
<b>Rogue Community College</b>	AS in Early Childhood Development (ECD)			
<b>Southwestern Oregon Community College</b>	AS/AAS Childhood Education & Family Studies			
<b>Tillamook Bay Community College</b>				

	AA	BA/BS	M.Ed./MA/MS	Ed.D./Ph.D.
<b>Treasure Valley Community College</b>				
<b>Umpqua Community College</b>	AAS in Early Childhood Education			
<b>Eastern Oregon University</b>		Early Childhood Education or CUESTE - Teacher Education Program	MAT - Masters of Art in Teaching or MS in Literacy, ESOL, Special Education	
<b>Oregon State University</b>		Educational Foundations or Human Development and Family Sciences	OSU-CASCADES MAT, Early Childhood/Elementary or MS as part of Ph.D. in HDFS	Ph.D. in Human Development and Family Sciences
<b>Portland State University</b>		Child & Family Studies	Graduate School of Education MA, focus Early Intervention, Infant Toddler Mental Health, Constructivism	Ed.D. in Education
<b>Southern Oregon University</b>		BA/BS Early Childhood Development or BA in Early Childhood Development – online	MA/MS in Elementary Education, MAT	
<b>University of Oregon</b>		BA/BS Educational Foundation or Family and Human Services - EC Emphasis	Early Intervention/Early Childhood Specialization MA/M.Ed. MAT (Masters in Teaching)	Ph.D. Early Intervention/Early Childhood Special Education
<b>Western Oregon University</b>		BA/BS Early Childhood Studies (non-licensure) major & BA/BS Early Childhood Teaching Authorization	MAT, MS Special Education	
<b>Boise State</b>		Elementary Education or Early Childhood Education		

Appendix E

**Universal Contact List**

	Contact Websites
<b>Blue Mountain Community College</b>	<a href="http://www.bluecc.edu/academics/academic-departments/early-childhood-education">http://www.bluecc.edu/academics/academic-departments/early-childhood-education</a>
<b>Central Oregon Community College</b>	<a href="http://www.cocc.edu/early-childhood-education/">http://www.cocc.edu/early-childhood-education/</a>
<b>Chemeketa Community College</b>	<a href="http://www.chemeketa.edu/programs/ece/">http://www.chemeketa.edu/programs/ece/</a>
<b>Clackamas Community College</b>	<a href="https://www.clackamas.edu/Programs/Early-Childhood-Education---Family-Studies.aspx">https://www.clackamas.edu/Programs/Early-Childhood-Education---Family-Studies.aspx</a>
<b>Clatsop Community College</b>	<a href="https://www.clatsopcc.edu/programs/all-academic-programs/early-childhood-education">https://www.clatsopcc.edu/programs/all-academic-programs/early-childhood-education</a>
<b>Columbia Gorge Community College</b>	<a href="http://www.cgcc.edu/career-tech-ed/early-ed">http://www.cgcc.edu/career-tech-ed/early-ed</a>
<b>Klamath Community College</b>	<a href="https://www.klamathcc.edu/Academics/Programs/Early-Childhood-Education">https://www.klamathcc.edu/Academics/Programs/Early-Childhood-Education</a>
<b>Lane Community College</b>	<a href="http://www.lanecc.edu/cfe/ece">http://www.lanecc.edu/cfe/ece</a>
<b>Linn-Benton Community College</b>	<a href="https://www.linnbenton.edu/education">https://www.linnbenton.edu/education</a>
<b>Mt. Hood Community College</b>	<a href="http://www.mhcc.edu/EarlyChildhood.aspx?id=1856">http://www.mhcc.edu/EarlyChildhood.aspx?id=1856</a>
<b>Oregon Coast Community College</b>	<a href="http://www.oregoncoastcc.org">http://www.oregoncoastcc.org</a>
<b>Portland Community College</b>	<a href="http://www.pcc.edu/programs/early-ed/">http://www.pcc.edu/programs/early-ed/</a>
<b>Rogue Community College</b>	<a href="http://go.roguecc.edu/department/early-childhood-and-elementary-education">http://go.roguecc.edu/department/early-childhood-and-elementary-education</a>
<b>Southwestern Oregon Community College</b>	<a href="http://www.socc.edu/childhood">http://www.socc.edu/childhood</a>
<b>Tillamook Bay Community College</b>	<a href="http://www.tbcc.cc.or.us">http://www.tbcc.cc.or.us</a>
<b>Treasure Valley Community College</b>	<a href="http://www.tvcc.cc/catalog/current/degrees/3151-crt-early-childhood-education.cfm">http://www.tvcc.cc/catalog/current/degrees/3151-crt-early-childhood-education.cfm</a>
<b>Umpqua Community College</b>	<a href="http://www.umpqua.edu/ece-career-technical/early-childhood-education-aas">http://www.umpqua.edu/ece-career-technical/early-childhood-education-aas</a>
<b>Eastern Oregon University</b>	<a href="https://www.eou.edu/cobe/ed/eced/">https://www.eou.edu/cobe/ed/eced/</a>
<b>Oregon State University</b>	<a href="http://health.oregonstate.edu/degrees/child-development">http://health.oregonstate.edu/degrees/child-development</a>
<b>Portland State University</b>	<a href="https://www.pdx.edu/ssw/child-and-family-studies">https://www.pdx.edu/ssw/child-and-family-studies</a> <a href="https://www.pdx.edu/ci/early-childhood">https://www.pdx.edu/ci/early-childhood</a> <a href="https://www.pdx.edu/ceed/early-childhood">https://www.pdx.edu/ceed/early-childhood</a>
<b>Southern Oregon University</b>	<a href="https://www.sou.edu/education/ecd/index.html">https://www.sou.edu/education/ecd/index.html</a>
<b>University of Oregon</b>	<a href="https://education.uoregon.edu/fhs-ece">https://education.uoregon.edu/fhs-ece</a>
<b>Western Oregon University</b>	<a href="http://www.wou.edu/education/teacher_ed/earlychildhood.php">http://www.wou.edu/education/teacher_ed/earlychildhood.php</a>

## Appendix E

### HECC Rule Making Hearing Documentation

#### Rulemaking Hearing

**April 15, 2015**

**1:00 PM - 2:00 PM**

Higher Education Coordinating Commission

Small Conference Room

775 Court Street NE

Salem, OR 97301

#### **RULE CAPTION:**

Removes restriction on the designation of major or areas of study in community college programs.

#### **RULE SUMMARY:**

A change in this rule is necessary to delete 589-006-0100 (10) and thereby remove the restriction from designation of major or areas of study as a component of an Associate of Arts Oregon Transfer and Associate of Science degree award title. The restriction poses a barrier to student success and degree completion. Identifying a major and establishing an education plan is an important factor in retention and completion and facilitates smooth transitions between two- and four-year institutions. Community College Instructional Administrators and University Provost Council have been consulted and support this rule change as a means to improve advising, transfer, and degree completion.

#### **ATTACHMENTS:**

[Notice of Proposed Rulemaking Hearing](#) (187 KB .pdf file);

[Statement of Need and Fiscal Impact](#) (169 KB .pdf file);

[Proposed Rule Text](#) (185 KB .pdf file).

#### **HOW TO COMMENT:**

You may comment on the proposed rules by sending written comments to:

Rules Coordinator, Higher Education Coordinating Commission

775 Court Street, NE

Salem, OR 97301

or [kelly.dickinson@state.or.us](mailto:kelly.dickinson@state.or.us)

You may also submit comments at the rulemaking hearing:

April 15, 2015

1:00 PM - 2:00 PM

Higher Education Coordinating Commission

Small Conference Room

775 Court Street NE

Salem, OR 97301

**PUBLIC COMMENT PERIOD CLOSSES April 22, 2015, 5:00 PM.**