

FTE GUIDELINES
FOR
OREGON COMMUNITY COLLEGES

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SECTION 1: FTE COUNTING

Background

In the late 1990s, the Oregon Community College Presidents' Council recommended undertaking an effort to achieve more consistency in counting FTE across Oregon's seventeen community colleges. A written survey was sent to each college to determine how a number of FTE issues were currently being handled and each institution designated a person to respond to the survey and serve on the newly-formed FTE Audit Committee. During a series of meetings from February through June of 1998, the Committee reviewed the survey responses and recommended a concise guideline for each survey question/item. In order to accomplish this, the group first discussed and drafted a set of guiding FTE audit principles and a definition of "Direct Instruction" to provide an essential framework.

In 2001, the colleges and CCWD recognized the need for additional clarity around some of the definitions and guidelines created in 1998. The Committee met to further define areas which were found to be too broad for effective use.

In fall of 2006, the FTE Guidelines Committee was reinstated to accomplish two tasks: 1) in the short-term, clarify the overall principles and guidelines and specific guidelines pertaining to dual credit/tech prep and apprenticeship; and 2) in the longer-term, review and revise the complete FTE Guidelines manual and audit procedures.

Guiding Principles for Determining Eligibility of FTE for Reimbursement

1. The FTE for any reimbursable activity will be based upon the number of clock hours of direct instruction involved in the activity. Direct instruction takes place when a course or program provides an educational experience under the *direct control* of the college.

Direct control is defined as the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators. OAR 589-006-0050 Section 21

The definition of *direct control* is based on the accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU). Direct control is addressed by NWCCU in two policies:

1. Operational Policy A-6: Contractual Relationships with Organizations Not Regionally Accredited, and
2. Standard Two: Educational Program and Its Effectiveness (specifically Standards 2.A, 2.G and 2.H).

Direct control pertains to the following:

- Degree/certificate programs,
 - Credit courses,
 - Non-credit programs and
 - Non-credit courses.
2. The activity producing the FTE must involve a significant investment of district resources.
 3. Activities intended as hobby, recreation, or public performance are not reimbursable. Student support activities (e.g., counseling, advising, open labs, assessment) are not reimbursable except as they are part of an approved course.
 4. Under no circumstances shall a college count the same activity twice.
 5. Only residents of Oregon and states with statutorily-approved eligibility may be counted for reimbursement.
 6. The student must knowingly and willingly enroll in the courses. Administrative enrollments or rostered enrollments without adequate evidence of student intent to register will not be counted.
 7. Instruction/ instructional delivery must be based in/take place in Oregon and be designed primarily for Oregon residents.
 8. Enrollment data must be reported in the academic year in which it was generated. It cannot be added after the final OCCURS submission. If a college must report enrollments in a year other than the academic year in which the enrollments were generated, the enrollments must be coded as non-reimbursable.

Additional Criteria for Determining Reimbursability of FTE

1. The class must be intended to provide instruction to adults 16 and over.
2. If a student drops a traditional, term-based class before the end of the 4th week of the term, that student's clock hours will not be counted in calculation of FTE. For non-traditional, non-term based classes, 1/3 or more of the class must be completed prior to dropping the course for clock hours to be counted. For example, if a course carries 18 clock hours, at least 6 hours must be completed for the clock hours to count towards FTE.

FTE: Definition and Use

In order to ensure FTE is reported in a consistent manner, clear and concise rules, guidelines and definitions must be published and available to all colleges.

According to [OAR 589-001-0300](#), a Full-Time Equivalent (FTE) Student "...for the purpose of receiving state reimbursement, means a student who carries 510 clock hours over three terms of instruction."

FTE for a course is calculated by multiplying the number of students in the course by the total number of hours the course meets per term:

FTE = (Number of students in course X Number of hours the course meets per term) / 510 clock hours

For courses with variable clock hours, FTE equals the sum of student clock hours divided by 510 clock hours.

The Oregon Community College Uniform Reporting System (OCCURS) provides standardized programming by which the final FTE for each institution is calculated.

There are two primary uses of FTE. First, FTE enrollment is used in the community college funding formula to calculate annual state support payments. Specifically, a 3-year weighted average of reimbursable FTE is calculated using FTE from the third year, the second year, and first year prior to the funding year (see [OAR 589-002-0100 Section 2.e](#)). FTE from the first year prior to the funding

year are weighted at .4 (four tenths); FTE from the second and third years prior to the funding year are weighted at .3 (three tenths) each.

A second use of FTE is to measure term-by-term and annual activity at each college. Regular, consistent, reporting of FTE is essential in tracking trends/patterns of enrollment. Such information is important to a host of constituents including local boards, the Oregon State Board of Education, state agencies, institutional researchers, federal entities, the media, and legislators.

Generating One Credit:

Lecture	10-12 hours/term
Lab	30-36 hours/term
Lecture/Lab	20-24 hours/term
Physical Education Activity Course	30-36 hours/term
Recitation	10-12 hours/term
Cooperative Work Experience Seminar	10-12 hours/term
Cooperative Work Experience (CWE)	30-36 hours/term

Guidelines on Specific Topics

Following are guidelines that address topic areas requiring clarity. The guidelines describe how FTE relating to specific activities should be handled. Additional guidelines may be added as the state and colleges identify further need for clarity.

Note: The information contained in the *Community College Handbook* is an integral part of these guidelines. If conflicting information exists in these publications, the *FTE Audit Guidelines* shall take precedent.

Questions on interpretation of these guidelines should be submitted to the Deputy Commissioner in writing; responses will be made in writing and shall be made available to all colleges.

Adult Continuing Education (ACE) Courses:

To be eligible for FTE reimbursement, ACE Courses must:

- Support the Oregon Progress Board Benchmarks in the following areas: economy, education, civic engagement, social support, and public safety.
- Be specifically designed for students 16 years of age or older

- Present direct instruction for at least six hours on a single topic
- Have direct instruction (e.g. dedicated faculty, structured learning experiences) and a curriculum (e.g. syllabus, course outline on file) under the direct control of the college.
- Be independent of career and technical education or lower division collegiate transfer curriculum

ACE courses eligible for FTE reimbursement include:

- Workforce courses designed to help people succeed in the workplace
- Basic literacy, pre-collegiate skill building instruction for adults (e.g. remedial math and writing, academic courses numbered under 100)
- Conversational foreign languages and American Sign Language
- Life skills courses that build personal and interpersonal, parenting, college success and financial skills (e.g. life transitions, financial management)
- Technology, instruction dealing with the use and operation of equipment, computers, and software (e.g. Introduction MS Word, PDAs, Geographic Information Systems)
- Health and safety courses that promote safety and health over a lifetime (e.g. aerobics, yoga, first aide/CPR, nutrition, Marine Board licensing, self-defense)

Other Education courses not eligible for FTE reimbursement include, but are not limited to:

- Massage, alternative medicine or hypnosis
- Physical education courses where competition is possible (e.g. martial arts, karate)
- Dance courses where the focus is not on fitness (e.g. Learn how to Line Dance)
- Clubs or club-like courses-
- Open labs, gyms or shops. (To be FTE reimbursable, the instructional mode needs to be connected to a regular class.)
- Non credit arts, sciences, and social sciences
- Driver's education instruction if the college is collecting ODOT Driver's Education state reimbursement.
- Astrology, occult or religion
- Home improvement to support recreation or hobby
- Hunter Safety
- Alcohol (e.g. wine making) or controlled substance
- Gardening or cooking classes
- Assessments, counseling or advising

Apprenticeship

FTE reimbursement is available to a community college for courses used to provide apprenticeship related training. Reimbursement for apprenticeship instruction is for the student contact hours of related training offered by the college. Associate of Applied Science (AAS) degree and certificate of completion programs, and occupational supplementary and occupational preparatory courses used for related training instruction must adhere to applicable CCWD program and course approval processes to be eligible for state FTE reimbursement.

A local community college has the right of first refusal concerning providing apprenticeship related training instruction within the college district. Another college may not negotiate with a local joint apprenticeship training committee (JATC)/Trust until they have an explicit written approval from the local community college chief academic officer or president. A community college providing related training instruction in another community college's district may not collect state FTE reimbursement unless the college has this explicit written approval from the local community college chief academic officer or president.

If the related training is provided by more than one community college, the allocation of FTE is mutually agreed upon by the community college training providers. The FTE is only counted once.

Contracts between community colleges and local JATCs committees will not imply any requirement on the part of the state for reimbursement. Colleges may not enter into a contract where the college is required to share any portion of the FTE reimbursement provided by the state with a JATC. Contracts must be on a fee-for-service basis and not a FTE reimbursement sharing basis. [OAR 589-007-0170 Section 8](#), [OAR 589-007-0180 Section 6](#).

On-the-job training (OJT)-and cooperative work experience (CWE) activities are not eligible for state FTE reimbursement.

Skills and knowledge gained through OJT and CWE may be considered for non-reimbursable credit for prior learning and/or credit for prior certification, according to the policies and procedures of a community college, and the current CWE Best Practices document and/or Community College Handbook.

Athletics

Lower division Physical Education courses are reimbursable. Noncredit athletic, team practices, and competitive courses are not reimbursable.

Basic Skills (ABE/GED/ESL)

To ensure that student enrollment in basic skills is within 10 clock hours per term of projected instruction, adequate procedures must be implemented so that student registration is in line with the student's plan or contract.

For example, a college could choose to use weekly, or multiple block enrollment periods per term (e.g., have enrollment periods for week one, week four, week eight; students entering during any block would be enrolled for the entire block to the end of the term.)

Challenge/Credit by Exam/Credit for Prior Learning

Challenge/credit by exam and credit for prior learning is not reimbursable. Courses that teach portfolio development are reimbursable.

Cooperative Work Experience (CWE)

Report the maximum number of contact hours for CWE congruent with credits assigned. The maximum number of reimbursable hours for CWE is 440 for the lifetime of the student.

Apprenticeship on-the-job training and supervised work experience are not eligible for FTE reimbursement. They are directed, developed, and supervised at the discretion of the Joint Apprenticeship Training Committee/Trust and therefore do not meet the standard of direct control.

Note: 1 credit = 30 to 36 contact hours. State FTE reimbursement for a course section is limited to 360 contact hours (36 contact hours X 10 weeks) per term per student.

Counseling/Advising/Assessments (e.g. College Placement Tests)

Counseling, advising and assessments are not reimbursable unless they are integrated into a regular course.

Courses offered across multiple terms

Colleges must report enrollments in the same academic year in which a course ends.

Distance Education

Count the same number of contact hours for residents of Oregon and “border states” (i.e., Washington, California, Idaho, and Nevada). [ORS 341.528 Section 2](#), [OAR 589-002-0100 Section 6](#). Residents of all other states cannot be counted for reimbursable FTE.

According to [Oregon Administrative Rule 589-002-0200 Section 2](#): An Oregon resident is defined as...”a person who currently maintains a permanent residence in the state and whose permanent residence has been maintained in Oregon for no less than ninety continuous days immediately preceding the person’s first instructional day of the term (quarter) for which residency is in question.”

“District policies regarding student residency for state reimbursement purposes shall be subject to the periodic review and approval of the State Board of Education. In the event that approval is not granted, the State Board of Education may withhold reimbursement.” [OAR 589-002-0200 Section 4](#).

Reimbursement for Border State Students will be addressed during 2007-08 to clarify this guideline.

Dual Credit and Tech Prep

Clock hours equivalent to the “on campus” course should be counted as reimbursable for dual credit and tech prep and all direct control expectations (enrollment, performance, supervision, grade submissions, etc.) should apply.

Independent Study

Use the same number of clock hours for independent study as an in-person campus course, if possible. Otherwise, assign clock hours per credit hour as appropriate.

Labs

Lab time that is part of an approved course is reimbursable. All other lab time and student prep time is not reimbursable.

Meetings and Conferences

To be eligible for reimbursement, colleges must have direct control over the instruction. A college may not claim reimbursement for merely hosting and providing services for a meeting, conference or event. Courses delivered in a similar format are reimbursable as long as they meet other applicable criteria (e.g. ACE, Occupational Preparatory and Occupational Supplementary guidelines).

Out-of-State FTE

Residency should be reported by the student's state of residence (see guideline for Distance Education). OCCURS fields exist for Oregon, Washington, California, Idaho, Nevada, and Out-of-State. In accordance with [ORS 341.528 Section 2](#), OCCURS will report Washington, California, Idaho, and Nevada as instate; all others will be reported as out-of-state.

Small Business Development Centers

Small Business Development Center (SBDC) activities should all be reported on a clock hour basis under Vocational Supplementary. Each business should be assessed and a work plan written including a contract specifying a certain number of hours of instruction. Clock hours and FTE will be based on this written contract.

Small Business Management/Farm Business Management

Small Business Management and Farm Business Management and similar activities should be reported as one FTE (510 contact hours) per business per year.

Staff Development

It is recognized that staff training is important for any organization to ensure continued high quality of service to its customers.

To this end, count clock hours under the “Occupational Supplementary” category for enrolled professional development.

[OAR 589-007-0100 Section 36](#) defines Occupational supplementary as “collegiate level courses designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.”

Clarification: The Community College Handbook outlines the process for obtaining approval for Occupational Supplementary courses; courses must be approved by the Oregon Department of Education to be reimbursable. In short, courses are designed to upgrade the skills of workers currently employed in occupations or industries and must be at least one hour in length but no more than 210 clock hours in length.

These types of courses are reimbursable for community college employees because the same need for skills training exists for these employees as for any other employee in the state.

Study Abroad

Count hours of direct instruction for students in study abroad programs under control of the college as for on-campus courses. Colleges may use consortia agreements as part of their proof of direct control. Courses not under direct control of the college should be coded as non-reimbursable.

Theater and Music

For credit theater and music courses, a maximum number of clock hours congruent with credits assigned should be counted. Non credit theater and music courses are not reimbursable.

Tutoring

Tutoring is direct supplemental instruction related to a specific reimbursable course, which takes place outside of class time. Count tutoring contact hours outside a class setting as reimbursable. The tutoring must involve direct person-to-student contact and must be at least six contact hours per term per student. [OAR 589-006-0400](#)

Process for Changing FTE Guidelines

This document is intended to be evolutionary because of the difficulty in anticipating every question that may arise and because new issues will undoubtedly surface over time. Therefore, a process must be in place to ensure that all issues needing discussion follow a predictable course. Future changes will generally follow the process outlined here:

- An issue is brought to the attention of the Commissioner, appropriate CCWD staff or any member of the Audit Guidelines Committee.
- The Commissioner convenes the committee to discuss the issue and make a recommendation.
- The recommendation is taken back to each of the stakeholder groups represented on the audit committee (Council of Instructional Administrators, Student Services Deans, Business Managers, Registrars) by the committee member representing that group for discussion.
- A reasonable comment period is available for the stakeholder groups to report back to the Audit Guidelines Committee representative.
- The Audit Guidelines Committee considers all input from stakeholder groups and develops the final recommendation for review by the Presidents Council.
- The presidents provide input to the group, and a final recommendation is forwarded to the Commissioner.
- The Commissioner considers the recommendations but is ultimately responsible for adopting all FTE guidelines. After the Commissioner has made decisions on revisions or additions to guidelines, the revised guidelines will be incorporated into the FTE Guideline Handbook and posted on the CCWD web site. A notice of that posting is sent to:

- Presidents
- Instructional Administrators
- Student Services Deans
- Registrars
- Business Managers
- Institutional Researchers
- Oregon Community College Institutional Technology Administrators

Yearly Timeline:

The revisions to guidelines will be published in a timely manner in order to provide colleges time to incorporate changes into their planning and reporting processes. The timeline for making changes outlined above will take place as needed. A suggested timeline follows:

- October - All suggestions for revisions or additions to audit document are sent to Commissioner or to members of Audit Guidelines Committee
- November - Audit Guidelines Committee discusses and finalizes recommendations for distribution and discussion by stakeholder groups
- December - All input received back from stakeholder groups
- January - Final recommendation by Presidents on all revisions and additions
- February - Final Commissioner's decision made on all revisions and additions
- March - Final document published for following year and posted on the CCWD web site with notice sent to all colleges

SECTION 2: AUDIT PROCESS

Overview

This document includes guidelines for determining whether any given activity is reimbursable by state funds. For these guidelines to have any meaning—especially in light of the impact on each college's funding—a valid audit process must be in place to ensure that all colleges are counting enrollments in the same way.

In addition, non-reimbursable enrollments will be sampled to ensure consistency in counting and reporting.

An audit of FTE must include many of the same elements as a financial audit: impartiality on the part of the audit team, pre-determined areas of focus, a list of the documents to be examined, a process for discussing potential findings and a written report upon completion of the audit.

To ensure fairness, all seventeen colleges will be audited on the same areas of focus as defined each year.

Audit Team

A qualified audit team with community college experience will be selected to conduct all audits. This team will be chosen based upon:

- Experience;
- Qualifications;
- Impartiality;
- Reputation
- Ability to meet audit process timeline.

Audit Timeline

Each year CCWD will conduct a compliance audit of FTE for all seventeen colleges. All audits will be completed by September 30, and all visits will be made and all reports will be written prior to that date.

Areas of Focus

The Commissioner of the Department of Community Colleges and Workforce Development will choose the areas of focus for the audit. The number of areas chosen will be large enough to provide a meaningful review of each college's reporting of FTE but small enough to allow for a thorough review of each of the areas chosen. Areas for review shall be communicated to all colleges as soon as possible and with sufficient time for document preparation. However, should specific concerns arise during the audit, the audit can be expanded to include review of that concern.

Documentation

The audit team will determine which documents are relevant to the areas of focus. Depending on the area of focus, documentation to be reviewed may include (but is not limited to):

- Individual student registration forms;
- Student learning plan or contract (applies specifically to the Adult Basic Skills and SBDC guidelines but may apply to other programs as well);
- Documentation that supports each college's *direct control* of an instructional program (e.g., payroll records that support instructional delivery, contracts);
- OCCURS information which supports the correct reporting of FTE;
- Verification that relevant courses have been reviewed by the CCWD and/or the State Board of Education;
- Documentation that verifies that students in such non-classroom activities as tutoring actually involve contact with college staff and that the contact meets the minimum threshold of six hours;
- Evidence that a student is a resident of Oregon or a border state;
- For cooperative work experiences, evidence that the college has a significant role in the structuring of the experience and on-going evaluation and feedback of the experience;

- Evidence that the program is being offered in-district;
- Evidence that the program is being offered in Oregon; and
- Other documentation deemed relevant by the auditor and CCWD staff.

Electronic data is acceptable as documentation during the audit.

The audit team will also determine such specific tasks as the percentage of sampling necessary to make each audit statistically sound.

Communication During the Audit

At the beginning of the audit, the college president will designate a point person for the audit. The audit team will ensure that there is open communication through the point person during the course of the audit. In no case should college staff be surprised at the contents of the final, written report. All potential findings will be discussed with college staff; staff will have the opportunity to present their objections to any finding before it is finalized. The audit team will consider the new information put forth in preparation of writing the final report.

Written Report

At the conclusion of the audit and after all potential findings have been discussed, a written report will be prepared by the audit team. The report will be sent to the president of the college by the Commissioner, and copies will be sent to appropriate college staff. Reports will not be distributed to any other person or entity as part of a general mailing; however, these reports must be considered public documents and as such may not be withheld if a request for a copy is received.

The written report will address the scope of the audit and address appropriateness of reimbursement for the courses reviewed. If inappropriate FTE is reported, the audit team will determine the number of FTE that should or should not have been reimbursable and will include that number as part of the report.

Impact of Audit Results

Any findings published in the audit reports will be used to adjust each college's reimbursable FTE. The adjustment shall be a reduction to reimbursable FTE for any over-reporting found and an increase for any under-reporting found.

Audits will be conducted annually. Any adjustments for remaining errors will affect the second Community College Support Fund quarterly payment.

Appeal Process

Each college will have time following receipt of the audit team's final report to prepare and submit a formal appeal to any findings. The appeal will be directed to the Commissioner, who will have one week to review the appeal and make a final decision. The Commissioner will review the appeal to determine whether:

- The correct procedure was followed;
- A guideline was misinterpreted;
- A finding(s) was discussed and all information considered prior to writing the report;
- The audit team's adjustment to the FTE count is valid; or
- An error was made.

The final decision made by the Commissioner shall be the basis for adjustments to reimbursable FTE.

SECTION 3: GLOSSARY AND APPENDICES

Glossary

2+2: A term used to describe planned professional/technical programs articulated between high schools and community colleges. See [ORS 341.450](#).

Adult Basic Education (ABE): Provides instruction in fundamental academic and pre-occupation skills for adults with less than the equivalent of a ninth grade education. The main focus of instruction is on language arts and computational skills. The curriculum also includes life and citizenship skills.

Apprentice: An individual approved by an apprenticeship committee and registered with the state of Oregon to learn a skilled trade under approved industry standards. (Source: Oregon Bureau of Labor and Industries)

Apprenticeship Committees: Made up of employer and employee representatives of the industry, the committees operate individual apprenticeship programs. They decide how apprentices are selected, what apprentices learn in the program, how apprentices progress through the program, apprentice wage rates and the supervision ratios. Committees select apprentices, approve advancements, discipline apprentices and approve an apprentice's completion of the program based on program standards and committee policies. In doing this, committees must follow state and federal regulations and policies for operating a program. Other names for Apprenticeship committees are Joint Apprenticeship and Training Committees (JATC), Trades Apprenticeship and Training Committees (TATC), and Joint or Trade Apprenticeship Committees (JAC) or (TAC) and sometimes apprenticeship committees. (Source: Oregon Bureau of Labor and Industries)

Apprentice Occupation: A skilled trade which:

- Is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training;
- Is clearly identified and commonly recognized throughout an industry;
- Involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job supervised training; and
- Requires related instruction to supplement the on-the-job training ([ORS 660.010](#)).

Apprenticeship On-the-Job Training (OJT): The majority of the apprenticeship training occurs on the job. OJT is hands-on work experience with an employer registered with the committee to provide the training. Apprentices are paid for their OJT hours. (Source: Oregon Bureau of Labor and Industries)

Apprenticeship Related Training: Classroom training related to an occupation is required as part of an apprenticeship. The requirement is usually 144 hours per year and is most often provided through a community college, a labor organization or an industry training center. Apprentices are not paid for the related training hours and may have to bear the cost of tuition and books. (Source: Oregon Bureau of Labor and Industries)

Apprenticeship Trust: A trust is a legal entity created by a labor organization, one or more of the trustees, one or more members of the governing body or members appointed by a labor organization. Primary purposes are to provide benefits for the members of the labor organization and their beneficiaries, and to support to local training centers. Its members contribute money to the trust. The trust will often negotiate for related training on behalf of its membership and represent multiple training centers. (Sources: Oregon Bureau of Labor and Industries, United States Department of Labor)

Clock/Contact Hour: One clock (or contact) hour is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly-scheduled break. For example: a class scheduled from 9 am to noon is 180 minutes long, and may or may not include 3 10-minute breaks (1 per hour). NOTE: This is the correct definition of a clock hour for purposes of reimbursement; the definition of a "term hour" in [OAR 589-001-0300](#) shall not be used as the basis for calculating contact hours.

Cooperative Work Experience (CWE): The placement of students in a work experience. The college supervisor visits the field work site periodically. The primary supervision is from the employer or other individual contracted to provide field experience. CWE includes a seminar in conjunction with a field placement. Each student should have theoretical knowledge and/or practical experience in a major field of study prior to being placed in a cooperative work experience setting. Apprenticeship on-the-job training and supervised work experiences are not eligible for state FTE reimbursement. They are directed, developed, and supervised at the discretion of the Joint Apprenticeship Training Committee/Trust and therefore do not meet the standard of direct control.

Credit Course: Credit is a local college issue, but usually applies to courses offered by the college as part of a lower-division transfer degree or approved occupational preparatory program.

Distance Education: An all encompassing term used to either describe different technologies used to extend the educational capabilities of an institution (e.g., modem education, on-line course, hybrid course) or a means to provide educational opportunity to those incapable of receiving education through traditional classroom settings.

Dual Credit: Lower division collegiate transfer courses offered to high school students for college credit and which may also fulfill high school graduation requirements. See [ORS 341.525](#) and [OAR 589-007-0200](#).

English as a Second Language (ESL): Courses designed to help persons whose native language is not English to understand, speak, and write the English language.

Full-time Equivalency: For each 510 hours of instructional time provided to students in select courses a college is awarded one FTE for reimbursement. College funding is based in part on the development of FTE. [OAR 589-001-0300](#) and [OAR 589-0020-0100](#).

General Education Diploma: Classes provide a review of and instruction in basic academic skills to assist adults who have not graduated from high school to prepare for the five General Education Development tests. An Oregon Certificate of equivalency is issued by the Oregon Board of Education to individuals who earn passing scores. [OAR 589-007-0400](#).

Occupational Supplementary course: According to OAR 589-007-0100, an occupational supplementary course is defined as “collegiate level courses designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.”

Other Education Courses: OAR 589-006-0050 defines “Other Education Courses” as “...general self-improvement courses intended primarily for adults and independent of occupational or lower division collegiate curricula. These courses are not intended for programs which may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in professional technical degree and certificate programs.”

Appendix A

Summary of Oregon Revised Statutes Relating to FTE Guidelines

List of Related Oregon Revised Statutes

- [ORS Chapter 326](#) – State Administration of Education
- [ORS Chapter 327](#) – State Financing of Elementary and Secondary Education
- [ORS Chapter 341](#) – Community Colleges
- [ORS Chapter 660](#) – Apprenticeship and Training; Workforce Development

ORS Chapter 326 – State Administration of Education

ORS Chapter 326 describes the function and makeup of the State Board of Education and its relationship and governance of the Department of Education and the Department of Community Colleges and Workforce Development.

ORS Chapter 327 – State Financing of Elementary and Secondary Education

Division 133 describes reports required from high school districts. Allowing community colleges to include high school students when determining FTE for state aid purposes (341.635) does not change any reporting requirements in ORS 327.133.

ORS 327.133 Reports by districts.

(1) Each school district, other than an education service district, shall file with the Superintendent of Public Instruction:

(a) By July 15 of each year, an annual report covering the school year ending on the preceding June 30; and

(b) By January 15, of each year, a December quarterly report covering the quarter of the current school year commencing October 1 and ending December 31.

(2) Each such report shall show the average daily membership of resident pupils of the district for the period covered and shall also contain such other information as the Superintendent of Public Instruction may require. [Formerly 327.200; 1973 c.750 §9]

ORS 341 – Community Colleges

ORS Chapter 341 defines the purpose and role of community colleges, provides authority for formation of community colleges, and requires certain operations.

Division 005 provides definitions of terms used throughout ORS 341.

ORS 341.005 Definitions.

As used in this chapter, unless the context otherwise requires:

(1) “Academic year” means the year beginning July 1 of each year and ending June 30 of the following year running concurrently with the fiscal year.

(2) “Board” means the board of education of a community college district.

(3) “Board member” means a member of the board of education of a community college district.

(4) “Commissioner” means the Commissioner for Community College Services appointed under ORS 326.375.

(5) “Community college” means a public institution operated by a community college district for the purposes of providing courses of study limited to not more than two years’ full-time attendance, with the exception of technical programs in which the curriculum may require more than two years of attendance but less than four years, and designed to meet the needs of a geographical area by providing educational services, including but not limited to professional technical education programs or lower division collegiate programs.

(6) “Community college district” or “district” means a district formed under this chapter to operate one or more community colleges or to secure educational services available at a community college. “Community college district” includes a community college service district.

(7) “Full-time equivalent student” means a student or combination of several students who carries or carry among them, within a single academic year, a minimum number of clock hours of instruction, in any program, to be specified by rule by the State Board of Education.

(8) “Operating expenses” means the sum of the expenditures of a community college district for administration, instruction, necessary student services, operation and maintenance of plant and fixed charges, as determined in accordance with the rules of the State Board of Education.

(9) “Paying agent and registrar” means the county treasurer or county fiscal officer of the county in which the chief administrative officer of the community college district maintains the administrative office.

(10) “Petitioning territory” means a community college district petitioning to have an area outside the district included in the district or to have an area inside the district excluded from the district, or an area outside the district petitioning to be included within the district.

(11) “Principal county” means the county in which the chief administrative officer of the community college district maintains the administrative office.

(12) “State board” means the State Board of Education. [Formerly 341.510; 1971 c.513 §1; 1981 c.173 §52; 1987 c.474 §4; 1993 c.45 §§127,128; 1995 c.67 §1; 1997 c.271 §3]

Division 009 describes the overall purpose and function of community colleges in Oregon. It describes the types of educational programs community colleges can and cannot offer.

ORS 341.009 Policy.

The Legislative Assembly finds that:

(1) The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as professional technical subjects. It is primarily designed to provide associate or certificate degree programs for some, serve a transitional purpose for others who will continue baccalaureate or other college work, provide the ability to enter the workforce immediately and serve to determine future educational needs for other students. It can provide means for continuation of academic education, professional technical training or the attainment of entirely new skills as demands for old skills and old occupations are supplanted by new technologies. It may also provide the means to coordinate courses and programs with high schools to enhance the Certificate of Advanced Mastery and to accommodate successful transition to college degree programs.

(2) Each community college should be so located as to be within commuting time of a substantial majority of its students. As an economical method of providing education close to the student's home, the community college should remain a commuting institution.

(3) The community college should establish its organizational patterns to maintain a unique quality of flexibility and the ability to change to meet changing needs.

(4) The community college is a post-high-school institution under the general supervision of the State Board of Education. It should not be a "starter" institution intended to evolve into a four-year baccalaureate institution. It should be concerned with programs terminating before reaching the baccalaureate degree.

(5) The community college should continue to be prohibited by law from becoming a baccalaureate degree granting institution.

(6) Admission to the community college should be open to high school graduates or to non-high school graduates who can profit from the instruction offered.

(7) There should be close cooperation between those directing the community college program and those responsible for higher education, so that lower-division college transfer programs of the community college will provide adequate preparation for entering baccalaureate degree granting programs, and so that students will be able to transfer with a minimum of difficulty.

(8) The community college should offer as comprehensive a program as the needs and resources of the area which it serves dictate. Cost to student and quality of instruction in established private institutions should be among the factors in determining necessary duplication of effort.

(9) It should be the policy of the community college to open its facilities and make available its resources to the high schools of its area on a sound contractual basis, for appropriate secondary or transitional courses, either academic or professional technical, when it is within its ability to provide facilities and it is determined that the high school cannot or does not offer them.

(10) Programs designed to meet the needs of the area served should be based on the actual educational and service needs of the district. Specific professional technical courses should be related not only to the employment opportunities of the area but of the state and nation as well. Such determination should be made in consultation with representatives of labor, business, industry, agriculture and other interested groups.

(11) The State Board of Education should be responsible for coordinating the community college program of the state and should have general supervisory responsibilities for that program. The State Board of Education should prepare estimates and make the requests for legislative appropriations for a reasonable and consistent basis of support and establish standards for the distribution of that support.

(12) The initiative for the establishment of new community colleges should come from the localities to be served, as a response to demonstrated educational needs of an area. However, these localities must not only be willing to assume the responsibility for the institutions but must be able to provide resources needed for an adequate educational and service program.

(13) The governing board of the community college should be charged with the policy-making function. With respect to educational programming, the governing board should in cooperation with the State Board of Education:

- (a) Identify educational needs of the district; and
- (b) Bring together the resources necessary to meet the needs.

(14) The state should maintain a policy of substantial state participation in community college building costs and the maintenance of an adequate level of state support for operation. However, no state funds should be appropriated for buildings such as dormitories or athletic facilities for spectator sports. The district should provide a substantial portion of the funds for capital improvement as well as for operation of a community college.

(15) State appropriations for community colleges shall be made separately from those for other segments of education.

(16) The formula for the distribution of funds for operating costs should reflect the heavier operating costs and capital outlay for certain professional technical courses. Federal funds received for professional technical training, adult basic education, workforce development or other federal initiatives should be used for those purposes only and be distributed separately from funds appropriated by the state and should be exempted from the computations of the present distribution formula for operating costs.

(17) The cost of education to the individual should be sufficiently low to permit students of low-income families to attend. This is particularly true of tuition costs. However, students should pay an amount sufficient to provide an incentive to profit from the instructional program offered.

(18) Any eligible Oregon resident should have the right to attend a community college even though not residing in a district operating one, subject to the right of the governing board to limit the size of classes and to give preference to students residing in the district. Local school districts and education service districts should have the authority to negotiate the terms and conditions with the governing boards for the enrollment of students residing in such areas.

Division 440 provides the authority for community colleges to contract with other educational bodies, including high schools and education service districts, to provide educational services.

ORS 341.440 Contracts with other districts, state department, university or private schools for educational services.

(1) A community college district may contract with another community college district, common or union high school district, education service district, the Department of Higher Education, the Oregon Health and Science University, with a private educational institution accredited by the Northwest Association of Schools and Colleges or its successor or a career school as defined in ORS 345.010 to obtain educational services for students enrolled in the community college of the district. However, the educational services so obtained must meet the standards for educational services provided by the college and the contract price to the college for such services must not exceed the costs which would otherwise be incurred by the college to provide its students the same or similar services.

(2) Educational services for which a district operating a community college may contract include services offered by correspondence and services offered electronically or through

telecommunications if such services are accredited by a nationally recognized accrediting association.

(3) For purposes of [ORS 341.626](#), costs incurred under subsection (1) of this section shall be considered operating expenses of the district if the contract is approved by the Commissioner for Community College Services. [1969 c.673 §17; 1987 c.474 §6; 1995 c.67 §18; 1995 c.162 §68]

Division 450 directs community colleges to implement 2+2 and other related programs.

ORS 341.450 Two-plus-two programs and other related programs.

Every community college district shall encourage high school students to start early on a college education by implementing two-plus-two programs and other related programs. Each community college district shall make at least one such program available to each interested school district that is within the boundaries of the community college district. [1997 c.521 §2]

Division 525 Section 3 allows community colleges to include high school students when determining FTE.

ORS 341.525 Contracts for reimbursement between college districts; effect of high school student's enrollment on school funding.

(1) In the event of an agreement between two colleges to admit each other's students, if the student seeking admission to the community college resides within that college's district, no additional reimbursement shall be required from any college district. However, if the student does not reside within the district, a contract of reimbursement may be entered into between the district and any other district. The contract shall provide for reimbursement to the district for each student in an amount not to exceed the difference between the per student operating expense of the district and the amounts obtained from the student for tuition and fees and obtained from state and federal aid.

(2) By agreement of the contracting districts, the contracts for reimbursement referred to in subsection (1) of this section may provide that payments to the district be based on expenses of the district other than operating expenses. Such payments shall be in addition to the reimbursable amounts referred to in subsection (1) of this section.

(3) If a high school student enrolls in a planned program agreed upon by the school district and the community college during regular school hours, the community college may include the high school student in determining the number of full-time equivalent students for the purposes of [ORS 341.626](#) and other laws governing the distribution of state and federal funds to such colleges. However, the school district in which the high school student resides is not obligated to make any adjustment in its report under ORS 327.133. [1965 c.262 §§5,6; 1995 c.67 §22]

Division 528 Section 2 defines residency in regard distribution of state aid to include students from Idaho, Washington, California and Nevada.

ORS 341.528 Residency for purpose of distribution of state aid.

(1) The provisions of ORS 341.527 shall not apply to admissions arranged under ORS 351.647.

(2) For purposes of [ORS 341.626](#), and notwithstanding ORS 341.527, students who are residents of Idaho, Washington, California and Nevada and students admitted pursuant to ORS 351.647 shall be considered as residents of Oregon. [1985 c.698 §§2,4; 1997 c.601 §1]

Divisions 620 and 626 establish the Community College Support Fund and outline how state aid may be distributed.

ORS 341.620 Community College Support Fund.

There is established a Community College Support Fund in the General Fund. [Derived from 1991 c.162 §1; 1995 c.67 §27]

ORS 341.626 Distribution of state aid; rules.

(1) Subject to rules adopted by the State Board of Education and to ORS 291.230 to 291.260, the Commissioner for Community College Services shall distribute state aid to each community college district and community college service district.

(2) The rules adopted by the State Board of Education shall provide:

(a) No state aid for hobby and recreation classes;

(b) Procedures for proper and accurate record keeping;

(c) Procedures that will insure reasonable year to year stability in the delivery of appropriated moneys to the colleges; and

(d) Procedures to insure that the full state appropriation is delivered to the colleges.

(3) Upon compliance with the rules adopted by the State Board of Education, the commissioner shall, as soon as practicable following the receipt of required reports from the districts, prepare, certify and transmit to the Oregon Department of Administrative Services the names and the amounts due each district. The Oregon Department of Administrative Services shall audit the amounts certified by the commissioner and draw its warrants on the State Treasury payable out of the General Fund to the districts. [1987 c.474 §10 (enacted in lieu of 341.625)]

Division 635 Section 2 gives community colleges the authority to include high school students when determining FTE for purposes of distributing state aid.

ORS 341.635 Effect on state aid of scholarships and of certain admissions.

(1) In determining the amount of apportionment to the community college from the General Fund under [ORS 341.626](#), tuition and fees allowed for scholarships authorized by ORS 341.485 shall be considered as paid by the student.

(2) The district shall include the high school student attending the community college in determining the number of equivalent full-time students in classes for purposes of [ORS 341.626](#) and other laws governing the distribution of state and federal funds to such colleges. [Subsection (1) enacted as 1965 c.148 §2; subsection (2) enacted as 1965 c.262 §7; 1971 c.513 §66; 1989 c.258 §1; 1993 c.45 §141; 1995 c.67 §29]

Division 665 Section 2 outlines how community colleges receive funds for apprenticeship programs.

ORS 341.665 Receipt of funds for apprenticeship programs.

(1) The receiving community college shall be awarded funds from the contracted out-of-district funds appropriated to the Department of Community Colleges and Workforce Development if the college operates the program under a contract with an apprenticeship training committee and the contract is approved by the Department of Community Colleges and Workforce Development.

(2) A community college district may submit full-time equivalencies generated by

apprenticeship programs to the Department of Community Colleges and Workforce Development for reimbursement from the Community College Support Fund for purposes of [ORS 341.626](#) but may not submit for reimbursement those full-time equivalencies generated through contracts under subsection (1) of this section. [1979 c.311 §1; 1995 c.67 §30]

ORS Chapter 660 – Apprenticeship and Training; Workforce Development

Division 002 outlines the State’s policy on apprenticeship and training.

ORS 660.002 Declaration of policy. It is the policy of the State of Oregon:

(1) To encourage the development of an apprenticeship and training system through the voluntary cooperation of management, labor and interested state agencies, and in cooperation with other states and the federal government.

(2) To provide for the establishment and furtherance of standards of apprenticeship and training to safeguard the welfare of apprentices and trainees and assure proper training of an adequate, skilled labor force.

(3) To encourage the preparation of persons with skills that will enable them to find gainful employment in an ever-changing society and insure the continued growth and development of the economy of Oregon by contributing to the maintenance of an adequate supply of skilled workers. [1957 c.270 §2; 1967 c.6 §2]

Division 010 provides definitions for terms used through ORS 660.

ORS 660.010 Definitions. As used in ORS 660.002 to 660.210, unless the context requires otherwise:

(1) “Apprentice” means a worker at least 16 years of age, except where a higher minimum age is otherwise required by law, who is employed to learn an apprenticeable occupation under standards of apprenticeship approved by the State Apprenticeship and Training Council.

(2) “Apprenticeship agreement” means a written agreement between an apprentice and either the employer or the local joint committee which shall contain the minimum terms and conditions of the employment and training of the apprentice.

(3) “Apprenticeable occupation” means a skilled trade which:

(a) Is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training;

(b) Is clearly identified and commonly recognized throughout an industry;

(c) Involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job supervised training; and

(d) Requires related instruction to supplement the on-the-job training.

(4) “Commissioner” means the Commissioner of the Bureau of Labor and Industries.

(5) “Council” means the State Apprenticeship and Training Council.

(6) “Course of study” means a course of study for the instruction of apprentices or trainees established in accordance with [ORS 660.157](#).

(7) “Director” means the State Director of Apprenticeship and Training.

(8) “District school board” includes the boards of community college service districts,

education service districts, common school districts and community college districts.

(9) “Employer” means any person employing the services of an apprentice, regardless of whether such person is a party to an apprenticeship agreement with that apprentice.

(10) “Local joint committee” includes local joint apprenticeship committees, local joint training committees and trade committees.

(11) “Program” means the total system of apprenticeship as operated by a particular local joint committee, including the committee’s registered standards and all other terms and conditions for the qualification, recruitment, selection, employment and training of apprentices in that apprenticeable occupation.

(12) “Trainee” means a worker at least 16 years of age, except where a higher minimum age is otherwise required by law, who is to receive, in part consideration for services, complete instruction in an occupation which meets all the requirements of an apprenticeable occupation, except that such occupation requires in the opinion of the council, less than 2,000 but not less than 1,000 hours of on-the-job supervised training. [Amended by 1957 c.270 §3; 1963 c.151 §4; 1967 c.6 §1; 1971 c.271 §1; 1977 c.490 §2; 1981 c.764 §2]

Division 120 provides the duties and powers of the State Apprenticeship and Training Council. Section E directs the cooperation of the Council and educational bodies, including community colleges.

ORS 660.120 Duties and powers of council; rules.

(1) The State Apprenticeship and Training Council shall enforce the provisions of [ORS 660.002](#) to 660.210 in order to carry out its intent and purposes. With the assistance of the State Director of Apprenticeship and Training and the director’s staff, the council may conduct investigations, issue subpoenas, obtain evidence, administer oaths and take testimony in all matters relating to its duties and functions as set forth in [ORS 660.002](#) to 660.210. The council may bring suit in a court of proper jurisdiction in its own name, or in the name of an apprentice on behalf of the apprentice, through the district attorney or the Attorney General. The council may make such rules as are reasonably necessary to enforce and administer [ORS 660.002](#) to 660.210. However, all rules which the council makes under [ORS 660.002](#) to 660.210 shall be adopted in compliance with ORS chapter 183. In addition, where the council finds that it would be impractical for a number or all of the local joint committees in the state to develop criteria concerning a particular matter, the council may make rules on such matter. The council’s rules shall govern on that matter except to the extent that a local joint committee’s approved standards contain exceptions.

(2) The council also shall:

(a) Establish policy of the program so as to encourage the promotion, expansion and improvement of programs of apprenticeship and training;

(b) Approve and register such program standards and modifications thereto, as are submitted by appropriate local joint committees as provided in ORS 660.126, which are in substantial conformity with the statewide standards approved under ORS 660.155;

(c) Establish committees and approve nominations of members and alternates to local joint committees and state joint committees to insure balanced representation of employer and employee groups;

(d) Deregister standards and terminate entire programs, and remove any or all members of any committee, for inactivity or inadequate activity, or for failure to abide by the provisions of [ORS 660.002](#) to 660.210 or by the rules and policies of the council;

(e) Cooperate with interested state and federal agencies, including the Department of Education

and other providers of related training and curriculum such as community college districts, community college service districts, education service districts and recognized industry programs;

(f) Perform such other functions and duties as are necessary or appropriate to carry out the purposes of [ORS 660.002](#) to 660.210; and

(g) Hold at least four regular public meetings each year. Executive sessions shall be held on call of the chairperson, or at the written request of a majority of the members of the council.

[Amended by 1955 c.719 §7; 1957 c.270 §7; 1967 c.6 §13; 1971 c.271 §2; 1975 c.605 §32; 1981 c.764 §6]

Division 157 Section 4 directs that apprenticeship programs carrying credit toward a community college associate degree be approved by the State Board of Education.

ORS 660.157 Standard courses of study for apprentices and trainees.

(1) Each state joint committee, with the prior approval of the State Apprenticeship and Training Council, shall prescribe a standard course of study, developed from a trade analysis, for the trade, craft or industrial occupation over which the committee exercises jurisdiction. Each such course of study shall include instructional objectives and an outline of course content for related instruction and manipulative instruction in the classroom. The prescribed course shall also provide for evaluation procedures and instruments for measuring performance. For all programs in apprenticeable occupations a minimum of 144 hours of related instruction per year is recommended.

(2) Except as provided in subsection (3) of this section, no course of study for the instruction of apprentices or trainees that has not been prescribed pursuant to subsection (1) of this section may be implemented under [ORS 660.002](#) to 660.210.

(3) Notwithstanding subsections (1) and (2) of this section, any course of study for the instruction of apprentices or trainees may be implemented under [ORS 660.002](#) to 660.210 where such course of study:

(a) Involves instruction in any trades or crafts where the industry will provide the facilities for training;

(b) Prepares apprentices and trainees in any trades or crafts;

(c) Requires expert instructors to meet the level of skill and training required by the industry;

(d) Is substantially equivalent to the standard course prescribed under subsection (1) of this section; and

(e) Is supervised by a local joint committee or by a joint industry trust fund committee.

(4) Where a course of study meets the requirements of subsection (3) of this section, such course shall be approved:

(a) By the state joint committee; and

(b) By the State Board of Education for apprenticeship training credit and toward community college associate degrees.

(5) Operation of a course of study under subsection (3) of this section shall be the responsibility of the recognized local apprenticeship committee or local industry trust fund or recognized local employee organization. Such local committee, trust or organization may prescribe criteria for enrollment into the course of study. [1971 c.271 §7; 1973 c.648 §1; 1979 c.808 §1; 1981 c.764 §16]

Division 162 gives the State Board of Education authority to adopt policies, standards and programs to carry out the State's policy regarding apprenticeship and training.

ORS 660.162 Adoption of policies, standards and programs by State Board of Education; rules.

The State Board of Education, in cooperation with the State Apprenticeship and Training Council and the appropriate state joint committee, by rule shall adopt policies, standards and programs to carry out the provisions of [ORS 660.002](#). Such policies, standards or programs may involve any of the following matters:

- (1) Development of courses of study for apprentices and trainees in the trade, craft or industrial occupation over which the committee exercises jurisdiction.
- (2) Operation of related instruction classes by district school boards and in courses implemented under ORS 660.157 (3).
- (3) Development of uniform standards covering occupational qualifications and teacher training requirements for instructors.
- (4) Preservice and inservice training for instructors.
- (5) Evaluation procedures for determining credit for apprenticeship training toward community college associate degrees.
- (6) Defining procedures for granting credit for work experience to instructors, skilled craftsmen or journeymen toward the requirements of a community college associate degree. [1971 c.271 §9; 1973 c.648 §3; 1977 c.490 §5; 1989 c.491 §65]

Division 167 grants the Council and the SBE authority to adopt policies relating to evaluation and demonstration of achievement.

ORS 660.167 Adoption of policies by council.

The State Apprenticeship and Training Council, in cooperation with the State Board of Education, shall adopt policies regarding:

- (1) Evaluation procedures relating to the determination of apprenticeship credit for work experience, education and training.
- (2) Procedures for demonstrating the level of achievement required in any area of related instruction, including but not limited to taking a qualifying examination of the course content. [1971 c.271 §10]

Division 190 requires community colleges offering training in apprenticeable occupations to establish a training program advisory committee.

ORS 660.190 Community college training program advisory committee.

Each community college operating a preemployment or trade extension training program in an apprenticeable occupation shall appoint at least one employee member and one employer member of an appropriate local joint committee to the advisory committee for that training program. [1977 c.155 §2; 1981 c.764 §19]

Appendix B

Summary of Oregon Administrative Rules Relating to FTE Guidelines

List of Related Oregon Administrative Rules (OARs)

[589-001-0300 – Community Colleges](#)

[589-002-0100 – Distribution of Community College Support Fund](#)

[589-002-0200 – State Reimbursement and Student Residency](#)

[589-002-0500 – Contracts with Agencies, Organizations, and Industries for Which State Reimbursement is Requested](#)

[589-002-0900 – Reporting Requirements](#)

[589-006-0050 – General Community College Program Approval Requirements](#)

[589-006-0100 – General Community College Program Approval Requirements](#)

[589-006-0150 – Local Community College Responsibilities for Program Approval](#)

[589-006-0200 – Approval of Lower Division Collegiate Programs and Courses](#)

[589-006-0300 – Approval of Professional Technical Courses, Certificate of Completion and Associate of Applied Science Degree Programs](#)

[589-006-0350 – Maintaining Approval of Certificate of Completion and Associate of Applied Science degree Programs](#)

[589-006-0400 – Approval of Other Education Courses](#)

[589-007-0100 – Apprenticeship Definitions](#)

[589-007-0110 – Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit](#)

[589-007-0120 – Apprenticeship Related Training Instruction](#)

[589-007-0130 – Apprenticeship Instructors](#)

[589-007-0140 – Certificates of Completion and Associate Degrees for Apprentices and Journey Persons](#)

[589-007-0150 – Granting Academic Credit for Certificates of Completion and Associate Degrees for Apprentices and Journey Persons](#)

[589-007-0160 – Menu of Core Apprenticeship Services and Supplemental Apprenticeship Services](#)

[589-007-0170 – Community College Apprenticeship Related Training Providers and Notification](#)

[589-007-0180 – Contracts for Educational Services Between Community Colleges and Local Joint Committees](#)

[589-007-0200 – Two Plus Two and Dual Credit Programs](#)

[589-007-0400 – General Educational Development Program and Certificates of High School Equivalency](#)

589-001-0300 – Community Colleges

Provides definitions of terms used throughout OAR Chapter 589. Section 7 provides the definition for a Full-Time Equivalent Student (FTE) and Reimbursable FTE.

For the purposes of OAR chapter 589, divisions 001 through 010, the following definitions apply:

- (1) "Commissioner" means the Commissioner for Community College Services appointed under ORS 326.375;
- (2) "Board" means the board of education of a community college district;
- (3) "State Board" means the State Board of Education;
- (4) "Department" means the Department of Community Colleges and Workforce Development;
- (5) "Community College" means a public institution operated by a community college district for the purposes of providing courses of study limited to not more than two years' full-time attendance and designed to meet the needs of a geographical area by providing educational services, including but not limited to professional technical education programs or lower division collegiate programs.
- (6) "Community College District" or "District" means a district formed under [ORS Chapter 341](#) to operate one or more community colleges or to secure educational services available at a community college.
- (7) "Full-Time Equivalent (FTE) Student", for the purpose of receiving state reimbursement, means a student who carries 510 clock hours over three terms of instruction.
- (8) "Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (7) of this rule whose earned hours qualify the district for cost reimbursement by the State of Oregon in accordance with [OAR 589-002-0100](#), et seq.
- (9) "Term Hour" means a 50-minute period of course work a week per student for approximately one-third of a school year.

589-002-0100 – Distribution of Community College Support Fund

Section 2 provides definitions of FTE relating to the distribution of the Community College Support Fund.

- (2) For purposes of this rule, the following definitions apply:
 - (a) "Total Public Resources." The Community College Support Fund formula considers 100% of the next year's imposed property tax revenue and the General Fund appropriation from the legislature.;
 - (b) "Property tax revenues" is defined as the amount determined by the Department of Revenue to be imposed on local property following the application of limits imposed by sections 11(b)(1) through 11(b)(3), Article XI, of the Oregon Constitution, and those limits imposed by legislation implementing Ballot Measure 50. This amount becomes the basis for operation of the funding formula without regard to uncollectible taxes, or taxes collected from previous years. Taxes levied or imposed by a community college district to provide a public library

system established prior to January 1, 1995 shall be excluded from the definition of property taxes in this rule. Property tax revenues raised through voter approval of any local option or capital construction levy are not to be included as a resource to be distributed through the funding formula;

(c) "Community College Support Fund" is defined as those funds received through the State's General Fund appropriation and distributed to the community colleges for the purpose of funding educational programs;

(d) "Full-Time Equivalent (FTE) Enrollment" is defined as 510 clock hours for all coursework and for all terms including a fall 12-week term. For an 11 week fall term, the following calculation will be used; 11/12 of 510 hours or 467.5 hours;

(e) "Total Weighted Reimbursable FTE" is defined as the sum of 40% of first year prior to current FTE, 30% of second year prior to current FTE, and 30% of third year prior to current FTE;

(f) "Historic Share of Public Resources" is defined as the percent of statewide non-base total public resources allocated to each Oregon community college in the prior period. With the exception of 2005-06, historic share of public resources is calculated by dividing each college's total public resources from the prior year, exclusive of the base, by Total Weighted Reimbursable FTE from the prior year. For 2005-06, historic share of public resources is calculated by dividing each college's average total public resources from the 2003-04 and 2004-05 fiscal years, exclusive of the base, by the amount of frozen reimbursable FTE used in both the 2003-04 and 2004-05 fiscal years;

(g) "Equalization" is defined as equal public resource support per Weighted Reimbursable FTE, regardless of institution, and exclusive of the base. Equalization is measured by dividing Total Public Resources, exclusive of the base, by Weighted Reimbursable FTE.

Section 4 requires districts to submit enrollment reports.

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

Section 5 describes which programs and courses are reimbursable.

(5) Reimbursement from the Community College Support Fund shall be made for professional technical, lower division collegiate, developmental education and other courses approved by the State Board in accordance with [OAR 589-006-0100](#) through [589-006-0400](#). State reimbursement is not available for hobby and recreation courses as defined in [OAR 589-006-0400](#).

Section 6 allows residents of Oregon, Idaho, Washington, Nevada and California who take coursework in Oregon to be included in reimbursable FTE.

(6) Residents of the state of Oregon and the states of Idaho, Washington, Nevada, and California shall be counted as part of each Community College's Total Reimbursable FTE base but only for those students who take part in coursework offered within Oregon's boundaries.

589-002-0200 – State Reimbursement and Student Residency

Defines residency for the purpose of reimbursement and provides the State Board with the authority to review and approve district residency policies.

For the purposes of OAR 589-002-0100, Distribution of Community College Support Fund:

(1) "Permanent Residence" is defined as a person's home, to which one intends to return after any absence and in which one's dependents reside for an unlimited period of time. A permanent residence shall be verified by specific documentation. Such documentation may include, but is not limited to, copies of the Oregon Department of Revenue income tax statements; deeds, bills of sale or other papers indicating ownership by the student or a member of his or her family of the dwelling in which he or she resides; appropriate Department of Defense forms indicating that the student took residence in Oregon within one year of being released from active duty in the armed forces; possession of a driver's license issued by the State of Oregon; and evidence indicating that a parent or guardian of a dependent student qualifies as an Oregon resident under this rule.

(2) "Oregon Resident" is defined as a person who currently maintains a permanent residence in the state and whose permanent residence has been maintained in Oregon for no less than ninety continuous days immediately preceding the person's first instructional day of the term (quarter) for which residency is in question.

(3) Pursuant to [ORS 341.528](#), and notwithstanding subsection (2) of this section, students who are residents of Idaho, Washington, California and Nevada and students admitted pursuant to ORS 351.647 shall be considered as residents of Oregon for the purpose of reimbursement.

(4) District policies regarding student residency for state reimbursement purposes may be subject to the periodic review and approval of the State Board of Education. In the event that approval is not granted, the State Board of Education may withhold reimbursement.

589-002-0500 – Contracts with Agencies, Organizations, and Industries for Which State Reimbursement is Requested

Describes contracting procedures and standards.

(1) For the purposes of this rule, the following definitions apply:

(a) "Contract" is defined as an agreement between a community college and an agency, organization, individual, or industry to provide educational services, unless these services are prohibited by the Commissioner or state statute;

(b) "General fund revenue account" is defined as that account which includes all revenues related to the college's basic educational objectives. All revenues not included in some other specific fund accounts are included in the general fund revenue account. All revenues

associated with the generation of reimbursable full-time equivalent students are included in the general fund revenue account;

(c) "Special revenue account" is defined as a fund used to account for the proceeds of specific revenue sources (other than special assessments, expendable trusts, or for major capital projects) that are legally restricted to expenditure for specific purposes, including revenues from specific projects, grants, contracted out-of-district programs, restricted federal projects, and other contracts for designated purposes;

(d) General education purposes" is defined as those purposes directly associated with the college's basic educational objectives.

(2) When community colleges provide educational services through contracts with agencies, organizations, or industries for their clients and employees, the colleges are entitled to compensation for reimbursable costs as defined by the Department and these rules. The community colleges are responsible for maintaining records that justify their requests for reimbursement from the Department.

(3) Full-time equivalent (FTE) attributable to contracts which are accounted for in a college's general fund revenue account can be added to a college's reimbursable full-time equivalent (RFTE) base and are subject to the reimbursement formula in [OAR 589-002-0100](#). Any funds received under the contract from the contracting agency, business, or industry are to be placed into the college's general fund revenue account, or into the college's special revenue account with the Commissioner's approval and must be used for general education purposes.

589-002-0900 – Reporting Requirements

Section 2 requires colleges to submit 4th week and term-end enrollment reports.

(2) Colleges are required to submit enrollment reports for fourth week estimates by Friday of the fifth week of each term, and a term-end enrollment report by Friday of the sixth week following the close of each term. If reports are outstanding at the time of the quarterly payments, payment to the college(s) not reporting may be delayed at the discretion of the Commissioner.

589-006-0050 – General Community College Program Approval Requirements

Provides definitions of terms used throughout OAR Chapter 589 Division 6.

For the purposes of division 006 of chapter 589, the following definitions apply:

(1) "Academic standard of achievement" is defined as demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard. Normally noted through a record transcribed and maintained by the college.

(2) "Adverse intersegmental impact" is defined as the detriment of duplication that would fall on a school or its students in a segment other than that of the school proposing the new

program or location, except that a publicly funded program or location proposed by a private school or other organization has adverse intersegmental impact if it is detrimental to a school in any of the five segments.

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

(4) "Associate of Applied Science" is defined as a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS degrees may also help to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level.

(5) "Associate of Applied Science degree option" is defined as a transcribed specialization within a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce.

(6) "Associate of Arts -- Oregon Transfer degree" is defined as a state approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree.

(7) "Associate of General Studies" is defined as a state-approved associate degree that is intended to meet the individual student need using a variety of collegiate level courses to meet degree requirements.

(8) "Associate of Science" is defined as a state-approved associate degree that is intended to prepare student to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics, and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.

(9) "Business and Industry Based program" is defined as an Associate of Applied Science degree and/or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.

(10) "Certificate of Completion" is defined as a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet State Board of Education's standards and criteria.

(11) "Career Pathways Certificate" is defined as a form of certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates pertain to a grouping of 12 to 44 credits that are wholly contained in an approved Associate of Applied Science (AAS) Degree/Option or an Independent Certificate of Completion (with a minimum size of 45 credits), have a defined job entry point, represent collegiate-level work, and meet State Board of Education's standards and criteria.

(12) "Clock/contact hours" is defined as one clock (or contact) hour is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly-scheduled break or passing period.

(13) "Collegiate level work" is defined as course and program content that provides skills and information beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis, and application in which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college/university transfer courses. It also includes professional technical education and other courses that exceed basic skills, workplace readiness, and fundamental basic skills. Courses must be collegiate

level if used to fulfill a requirement in an associate degree, option or certificate of completion program.

(14) "Complementary courses in general education" are defined as courses that are designed to serve as supportive parts of the professional technical programs. They are designed to aid the students in attaining a higher degree of self-development and to assist the student to make a maximum contribution as a citizen in a democratic society.

(15) "Continuing Education Units (CEUs)" is defined as a form of recognition given for completion of a unit of training for selected occupational supplementary courses. CEUs are based on time attended and not on the assessment of learning.

(16) "Credit" is defined as an indication or certification by a school that a student has completed a unit of study, demonstrated achievement or proficiency, or manifested measured learning outside of school, so as to have satisfied a portion of the requirements for a degree or for any other academic recognition offered by the school.

(17) "Credit course" is defined as courses offered by the college as part of a lower-division transfer degree or approved professional technical program.

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

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

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

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

(19) "Deleted program" is defined as the permanent elimination of a program previously approved by the local and State Boards of Education.

(20) "Detrimental Duplication" is defined as a situation that occurs when recruitment of students for a new program or location will tend to redirect prospects from a fixed pool concomitant with the application of publicly funded educational cost subsidies, thereby significantly reducing enrollment in existing similar programs for which student financial aid is available but the number of prospective enrollees is limited by non-financial factors such as interest, qualifications needed for admission, internship openings for students, and job openings for graduates.

(21) "Direct control" is defined as the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators.

(22) "Educational programs" are defined as state-approved certificate of completion and associate degree programs.

(23) "General education" is defined as the introduction to the content and methodology of the major areas of knowledge -- the humanities and fine arts, the natural sciences, mathematics, and the social sciences and help students to develop the mental skills that will make them more effective learners and citizens in a democratic society.

(24) "Hobby course" is defined as any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works.

(25) "Intersegmental" is defined as across segments of education. See "Segments of Education."

- (26) "Laboratory (Lab)" is defined as an instructional setting in which students work independently with the instructor available and in the instructional area for assistance and supervision.
- (27) "Lecture" is defined as an instructional setting in which the instructor delivers information.
- (28) "Lecture/laboratory (Lecture/Lab)" is defined as an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated; lecture and lab are dependent upon each other for the student's educational success.
- (29) "Local community college program approval" is defined as the approval by the local community college board of education or their designee indicating that a program has met or exceeded local community college program standards and processes prior to being submitted to the State Board of Education or their designee for review.
- (30) "Lower Division Collegiate" (LDC) is defined as collegiate level work in areas of instruction that parallel the offerings of the first two years of Oregon's four-year institutions, and are generally accepted for transfer by Oregon's public higher education institutions.
- (31) "New location of an approved program" is defined as a facility where students collectively may receive instruction in the program face-to-face or through telecommunications in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is located in Oregon."
- (32) "New program" is defined as any program not previously approved by the State Board of Education, Office of Degree Authorization of the Oregon Student Assistance Commission or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs.
- (33) "Non-credit course" is defined as a course that does not offer college credit for completion and generally cannot be used as part of a credit based degree or certificate program. No assessment of learning generally takes place.
- (34) "Occupational preparatory program" is defined as a state-approved professional technical program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations.
- (35) "Occupational supplementary program" is defined as a state-approved program designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.
- (36) "Other Education Courses" are defined as general self-improvement courses intended primarily for adults and independent of professional technical or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in professional technical degree and certificate programs. Other Education Courses include areas of instruction not otherwise included in the professional technical education and lower-division collegiate categories. Other Education course areas include but are not limited to adult basic education (ABE), general education development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.
- (37) "Professional technical courses" are defined as the collegiate level occupational preparatory or occupational supplementary courses that are designed to prepare persons for entrance into and employment stability and advancement in specific occupations or clusters of closely related occupations. Professional technical courses include both occupational preparatory and occupational supplementary courses.

(38) "Professional technical program" is defined as collegiate level coursework that is designed to prepare persons for entrance into and employment stability and advancement in specific occupations or clusters of closely related occupations. Professional technical programs result in the achievement of a state-approved certificate of completion, associate of applied science degree or associate of applied science degree option.

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

(40) "Program amendment" is defined as a change in state-approved program submitted to the State Board of Education or their designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes and titles.

(41) "Program approval" is defined as the process by which the local community college board and the State Board of Education acknowledge that a program has met the applicable program standards and requirements of the local and state boards or their designees. Program approval also includes the authorization of the program by the Office of Degree Authorization of the Student Assistance Commission.

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

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

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

(45) "Related instruction" is defined as programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted. They must contain a recognizable body of instruction in program-related areas of:

(a) Communication;

(b) Computation; and

(c) Human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Related instruction areas are either embedded within the program curriculum or taught in blocks of specialized instruction.

(46) "Segment of education" is defined as any one of the following:

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

- (b) Oregon state-owned institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the State Board of Higher Education;
- (c) The Oregon Health Sciences University, any hereafter created public corporations for higher education, and any organizational units of such public corporations, together with every postsecondary program or location under their ultimate sponsorship;
- (d) Private Oregon degree-granting institutions and organizations and all non-Oregon entities offering residential instruction in Oregon for credit toward full degrees approved by the Office of Degree Authorization, together with every postsecondary program or location they sponsor; and
- (e) Private nondegree career schools offering instruction in Oregon and licensed under ORS 345, together with every postsecondary program or location they sponsor.
- (47) "Stand alone occupational prep courses" are defined as courses designed for individuals seeking to build knowledge and skills for initial employment in an area not included in one or more of a community college's existing approved Associate of Applied Science degree or certificate of completion programs. Also see Occupational Preparatory Course.
- (48) "Statewide or regional consortium program" is defined as an associate of applied science and/or certificate of completion program which is developed, applied for and continuously monitored by a partnership of colleges to address a specific program need through a cohesive and transferable curriculum among participating colleges.
- (49) "State approved program" is defined as a community college certificate of completion or associate degree program that has met and continues to meet the standards and criteria of the State Board of Education and has received authorization by the Office of Degree Authorization of the Student Assistance Commission.
- (50) "Suspended program" is defined as the temporary removal of a state-approved program from the overall curriculum of a community college by the local community college board of education or their designee.

589-006-0100 – General Community College Program Approval Requirements

Provides an overview of program approval requirements.

- (1) The State Board of Education has responsibility for approval of community college educational programs and locations.
- (2) The State Board of Education shall provide community college district boards of education with the standards, criteria and procedures the State Board of Education will utilize to approve certificate of completion and associate degree programs and new locations for previously approved programs. Such standards shall be included in the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department.
- (3) The State Board of Education shall assure that new community college educational programs have been authorized by the Office of Degree Authorization of the Oregon Student Assistance Commission prior to providing the local community college with final approval of new community college programs and locations.
- (4) Requests for approval of new associate degree, associate degree option and certificate of completion programs must be submitted by the local community college district board of education to the State Board of Education prior to the commencement of the program.

(5) Associate degree programs offered by community colleges may include: Associate of Arts - Oregon Transfer degree, Associate of Science, Associate of Applied Science and Associate of General Studies. Each associate degree program shall conform to the specific degree requirements as identified in the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department.

(6) Certificate of completion programs offered by community colleges shall include: less than one-year, one-year, greater than one-year and two-year certificate of completion. Each certificate of completion shall conform to the specific certificate of completion requirements as identified in the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department.

(7) To meet the approval standards of the State Board of Education, associate degree and associate degree option programs must include:

- (a) At least 90 total credits; and
- (b) No more than 108 credits; and
- (c) A recognizable core of general education and/or related instruction courses; and
- (d) An established standard of academic achievement; and
- (e) Meeting or exceeding the local community college board of education program approval standards; and
- (f) Meeting or exceeding the State Board of Education program approval standards and criteria.

(8) To meet the approval standards by the State Board of Education, certificate of completion programs must include:

- (a) At least 12 credits; and
- (b) No more than 108 credits; and
- (c) A recognizable core of general education and/or related instruction courses for programs one-year or more in length; and
- (d) An established standard of academic achievement; and
- (e) Demonstration of occupational content leading to employment; and
- (f) Meeting or exceeding the local community college board of education program approval standards; and
- (g) Meeting or exceeding the State Board of Education program approval standards and criteria.

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

(10) Associate of Arts - Oregon Transfer and Associate of General Studies degrees shall not include a designation of major or areas of study as a component of the award title. The Associate of Science degree may have this designation only if it conforms to a statewide degree approved by the State Board of Education.

(11) Options to constitute a variation in the state-approved degree are allowable only for associate of applied science degree programs. Associate of applied science degree options may be added to new or existing associate of applied science degree programs following the procedures in the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department.

589-006-0150 – Local Community College Responsibilities for Program Approval

Describes processes and procedures colleges must have in place for program approval.

- (1) Local community college district boards will have local processes in place to assure that local and state program approval standards and criteria are implemented and maintained.
- (2) Local community college district boards are responsible for approving their college's certificate of completion, associate degree and associate degree option requirements. These requirements must be included in the institution catalog.
- (3) The local community college board of education has the responsibility to assure that state-approval standards are achieved for all programs offered by the local community college.
- (4) New certificate of completion and associate degree programs shall follow the *Adverse Intersegmental Impact Detrimental Duplication Procedures* as identified by the Department and the Office of Degree Authorization as a component of the State Board of Education program approval process.
- (5) Community colleges shall use the term "Certificate" or "Certificate of Completion" in college catalogs and college promotional documents and on transcripts only as an indication of an award by the college that has met the local and state program approval standards and criteria and have been approved by the State Board of Education and authorized by the Office of Degree Authorization.
- (6) Local community college district board of education will submit programs using the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department.
- (7) The board of education of a community college district is responsible for obtaining and maintaining the course approval requirements set by the State Board of Education.
- (8) Community colleges may provide recognition awards to students for the completion of a state-approved course or courses. Recognition awards may not be called "certificates of completion" or "certificates" and may not be included on the official student transcript. Recognition awards may not be provided for coursework meeting the definition of "program" without state-approval.
- (9) Upon approval by the State Board of Education, the Board authorizes the community college district boards of education, established under [ORS 341.005](#) to 341.950, to issue certificates of completion and associate degrees as an indication of satisfactory completion of state-approved programs offered by the community colleges.
- (10) The type of associate degree, associate degree option or certificate of completion to be awarded for completion of a program shall be clearly stated in the community college's catalog or supplement thereto.
- (11) Only educational programs that have received program approval from the local community college district board, the State Board of Education and the Office of Degree Authorization of the Student Assistance Commission shall be included in a community college catalog or other materials.
- (12) Prerequisites for associate degree, associate degree option, and certificate of completion programs and courses within the programs shall be clearly stated in the community college's catalog or supplement thereto.

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

Provides authority to CCWD to approve LDC courses.

- (1) Under the authority of ORS 341.425, the State Board delegates to the Department the authority to approve Lower Division Collegiate courses.
- (2) A community college that is accredited by the Northwest Association of Schools and of Colleges and Universities shall follow the Department's Lower Division Collegiate Course Approval procedure to request new courses.
- (3) A community college that is not accredited by the Northwest Association of Schools and of Colleges and Universities shall apply for approval through their contracting college.

589-006-0300 – Approval of Professional Technical Courses, Certificate of Completion and Associate of Applied Science Degree Programs

Provides CCWD with the authority to approve PTE courses and degree programs and describes the requirements and process for approval.

- (1) Under the authority of ORS 341.425, the State Board delegates to the Department the authority to approve professional technical courses.
- (2) Professional technical courses consist of either occupational preparatory courses or occupational supplementary courses.
- (3) The Department will use the *Professional Technical Course Approval Procedure* and *Certificate of Completion and Associate Degree Approval Procedure* to approve professional technical courses and programs.
- (4) Professional technical courses are approved by the State Board of Education or their designee, either as a component of the curriculum for a state approved certificate of completion, associate of applied science degree, or associate of applied science degree option program or through an individual course approval process as identified in the *Professional Technical Course Approval Procedure*.
- (5) The State Board of Education standards for approval of occupational preparatory courses will be included in the *Professional Technical Course Approval Procedures* and will include but not be limited to:
 - (a) Courses are delivered under the direct control of the college and are either:
 - (A) Approved as part of a community college certificate of completion, associate of applied science degree program, or associate of applied science degree option; or
 - (B) Approved as a stand-alone occupational preparatory course.
 - (b) Courses are collegiate level and provide education and training directed to the development of abilities, skills, understanding and attitudes needed to enter into an occupation.
 - (c) Courses are designed for occupational employment and are not necessarily directed toward completion of baccalaureate degree requirements.
 - (d) Courses are developed and operated with the advice and counsel of employers, employees and other persons knowledgeable about the requirements of the occupations involved.
 - (e) Courses will not adversely impact or detrimentally duplicate similar intersegmental courses offered locally.

(6) The State Board of Education standards for approval of occupational supplementary courses will be included in the *Professional Technical Course Approval Procedures* and will include but not be limited to:

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

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

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

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

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

(7) Occupational preparatory courses may not be offered by the local community college prior to the approval of the State Board of Education or their designate.

(8) Occupational supplementary courses may be offered by the local community college prior to final approval by the Department as identified within the *Professional Technical Course Approval Procedure* under conditions that include the following:

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

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

(9) Professional technical courses will be numbered using course numbering conventions as approved by the Department.

(10) Professional technical programs will be approved by the State Board of Education based on meeting the General Community College Program Requirements for Certificates of Completion, Associate of Applied Science degrees or Associate of Applied Science Options as identified in 589-006-0100.

(11) The State Board of Education standards and criteria for approval of professional technical programs will be included in the *Certificate of Completion* and *Associate Degree Approval Procedures* and will include but not be limited to:

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

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

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

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

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

- (f) Program need is based on local, regional, state and national statistics and forecasts documenting that an employment demand for family wage occupations is not or cannot be met through existing programs; and
- (g) The program provides direct connections to appropriate certificates of advanced mastery as well as other programs in the college, other institutions of postsecondary education, and future training opportunities; and
- (h) The program has continuous improvement systems in place that provide for program input through evaluation based on instructor, employer and student satisfaction follow-up data.
- (12) Professional technical programs will include the sequence of courses for the program including general education and related instruction, professional technical required, elective and specialization courses. Program approval materials will also include course numbers, credit/non-credit and clock/contact hours for the course.
- (13) Provisions will be made within the *Certificate of Completion and Associate Degree Approval Procedures* to allow for the development, approval, implementation and evaluation of Certificate of Completion, Associate of Applied Science degree and Associate of Applied Science degree options for Statewide or Regional Consortium of community colleges. Statewide and Regional Consortium certificates and degrees will address a specific program need through a cohesive and transferable curriculum among and between participating colleges.
- (14) Provisions will be made within the *Certificate of Completion and Associate Degree Approval Procedures* to allow for the development, approval, implementation and evaluation of Business & Industry Based programs that are designed for employers to meet specific occupational and educational needs of their current employees.
- (15) New Professional technical programs will be submitted for approval following the processes within the *Certificate of Completion and Associate Degree Approval Procedures* identified by the Department. The procedures will include but not be limited to the following components:
- (a) Local community college submission of a Notice of Intent to Apply for a New Program/Location to the Department at least three months prior to the planned implementation date of the proposed new program; and
- (b) Department dissemination of the Notice of Intent to Apply for a New Program/Location to public and private institutions to identify potential adverse intersegmental impact or detrimental duplication; and
- (c) Local community college completion of adverse intersegmental impact or detrimental duplication procedures as identified in the Adverse Intersegmental Impact and Detrimental Duplication Procedure by the Department; and through the administrative rules of the Office of Degree Authorization; and
- (d) Local community college submission of the Planning Guide and Application for the new professional technical education program at least 60 days prior to the date approval is to be requested from the State Board of Education.

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

Describes requirements for maintaining approval of certificates and AAS degrees.

- (1) The approval of community college professional technical programs by the State Board of Education will continue to be in effect until the program is amended, suspended or deleted from the college's program offerings. The State Board of Education or their designee may disqualify an approved professional technical program if it no longer meets State Board of Education program approval standards and criteria.
- (2) Once a program has been approved by the State Board of Education, course additions, deletions, or changes within these programs must be approved by the State Board of Education or their designee prior to implementation of the revised program.
- (3) Associate of Applied Science degree, Associate of Applied Science degree options and Certificate of Completion programs offered by community college shall be considered to be active as long as the *Annual Program Review Procedure* has been followed for the program and the college has not provided notification to the Department of program suspension or program deletion.
- (4) Community colleges may request that a program be suspended for a period of three years. The program suspension period will begin on the date the college notifies the Department of its intent to suspend a program. The Department will notify colleges prior to the deletion of suspended programs. After three years suspended programs will require re-approval utilizing the *Certificate of Completion and Associate Degree Approval Procedure* identified by the Department.

589-006-0400 – Approval of Other Education Courses

Delegates authority to the department to approve other education courses, such as ESL, GED, and adult basic education.

- (1) Under the authority of ORS 341.425, the State Board delegates authority to the Department to approve Other Education Courses. Such approval authorizes the community college to receive state funding to support those courses.
- (2) The Department uses the following standards for approval of Other Education Courses:
 - (a) The course is primarily intended for adults;
 - (b) The course may be developmental in nature and offered for:
 - (A) Adults with less than an eighth grade education through adult basic education classes;
 - (B) Adults with less than a high school diploma through adult high school completion programs;
 - (C) Persons who lack sufficient background in subject-matter areas to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution;or
 - (D) Persons who lack English language skills needed to make satisfactory progress in the lower-division collegiate or professional technical programs of the institution or to enter the workforce.

- (c) The course must include at least six contact hours of instruction focused on a single topic.
- (3) Approval of Other Education Courses must follow the Department's Other Reimbursable Course Approval procedure.
- (4) State reimbursement shall not be available for hobby or recreation courses; however, such courses may be provided on a self-sustaining basis.

589-007-0100 – Apprenticeship Definitions

For purposes of this rule:

- (1) "Academic credit" means the indication or certification by a community college that a student has completed a unit of study or demonstrated achievement or proficiency, so as to have satisfied a portion of the requirements for a degree or other academic recognition offered by the community college.
- (2) "Academic credit course" means collegiate-level courses offered by the college as part of a lower-division transfer degree or approved professional technical program. Also known as "credit course."
- (3) "Adverse intersegmental impact" or "adverse impact" means the detriment of duplication which would fall on a school or its students in a segment other than that of the school proposing the new program or location, except that a publicly funded program or location proposed by a private school or other organization has adverse intersegmental impact if it is detrimental to a school in any of the five segments: 1) Oregon University System, 2) Oregon Health and Sciences University, 3) private Oregon degree granting institutions, 4) private nondegree career schools and 5) community colleges,).
- (4) "Apprenticeable occupation" means a skilled trade that:
 - (a) Is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training;
 - (b) Is clearly identified and commonly recognized throughout an industry;
 - (c) Involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job supervised training; and
 - (d) Requires related instruction to supplement the on-the-job training.
- (5) "Apprenticeship credit" means the indication or certification by a local joint committee that an apprentice has demonstrated achievement or proficiency so as to satisfy a portion of the apprenticeship requirements as identified by the State Apprenticeship and Training Council.
- (6) "Apprenticeship degree" means a state-approved Associate of Applied Science degree program that is approved for registered apprentices and journey persons and meets the standards and criteria for Associate of Applied Science degrees.
- (7) "Apprenticeship program" means the total system of apprenticeship as operated by a particular local joint committee, including the committee's registered standards and all other terms and conditions for the qualification, recruitment, selection, employment and training of apprentices in that apprenticeable occupation.
- (8) "Apprenticeship standards" means a written agreement submitted by a local joint committee and approved by the State Apprenticeship and Training Council, that sets forth a plan containing all terms and conditions for the qualification, employment and training of apprentices or trainees as set forth in ORS 660.126 and 660.137.
- (9) "Associate of Applied Science (AAS)" means a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS degrees may also help

to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level.

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

(11) "Associate of General Studies" means a state-approved associate degree that is intended to meet the individual student needs using a variety of collegiate level courses to meet degree requirements.

(12) "Bureau of Labor and Industries (BOLI)" means the Oregon state agency responsible for apprenticeship and training in Oregon.

(13) "Certificate of completion" means a form of recognition awarded by a community college for meeting minimum occupational course or curriculum requirements. Certificates of completion must be state-approved, have a defined job entry point, represent college-level work, and meet State Board of Education's criteria. Commonly referred to as less than one-year, one-year and two-year certificates of completion.

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

(15) "Collegiate level work" means course and program content that provides skills and information beyond what is normally gained before or during the secondary level. It is characterized by analysis, synthesis, and application in which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college/university transfer courses. It also includes professional technical education and other courses that exceed basic skills, workplace readiness, and fundamental basic skills. Courses must be collegiate level if used to fulfill a requirement in an associate degree, Associate of Applied Science degree option or certificate of completion program.

(16) "Cooperative work experience (CWE)" means the placement of students by the college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the college. The college instructor or supervisor visits the field work site regularly. Supervision toward achievement of college identified and approved student learning outcomes and measurable learning objectives is also provided by the employer or other individual contracted to provide field experience. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

(17) "Core apprenticeship services" means those services offered by Oregon community colleges to apprentices and local joint committees when college tuition is paid and state reimbursable fulltime equivalency (FTE) is generated through the apprenticeship related training.

(18) "Course challenge examination" means the award of academic credit by a community college when a student demonstrates through comprehensive examination of one or more related training classes that they have achieved the competencies and proficiencies of a course at or above the standard of academic achievement for the course. Local policies govern whether this is an acceptable alternative for students and the nature of the examination (oral, written, demonstration, etc.) Credit can only be granted for courses that are part of that college's approved curriculum.

(19) "Council" means the State Apprenticeship and Training Council as defined in [ORS 660.010](#).

- (20) "Course of study for apprentices and trainees" means the instructional objectives and outline of course content for related training and manipulative instruction as developed from a trade analysis for the trade, craft or industrial occupation as established in accordance with ORS 660.157.
- (21) "Credit for prior certification" means the awarding of credit by a community college toward an associate degree or certificate of completion to acknowledge achievement of a publicly certified credential such as a journey persons card.
- (22) "Credit for prior experiential learning" means the awarding of academic credit by a community college for prior learning acquired from work or life experience, mass media and independent reading and study.
- (23) "Department" means the Oregon Department of Community Colleges and Workforce Development.
- (24) "Detrimental duplication" means a situation that occurs when recruitment of students for a new program or location will tend to redirect prospects from a fixed pool concomitant with the application of publicly funded educational cost subsidies, thereby significantly reducing enrollment in existing similar programs for which student financial aid is available but the number of prospective enrollees is limited by nonfinancial factors such as interest, qualifications needed for admission, internship openings for students, and job openings for graduates
- (25) "Direct control" means the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators.
- (26) "Employer" means any person employing the services of a registered apprentice, regardless of whether such person is a party to an apprenticeship agreement with that apprentice.
- (27) "Fulltime equivalency (FTE)" means a student or a combination of several students who carries or carry among them, within a single academic year, a minimum number of clock hours of instruction, in any program, to be specified by rule by the State Board of Education.
- (28) "General education" means the introduction to the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, mathematics, and the social sciences and help students to develop the mental skills that will make them more effective learners.
- (29) "Laboratory (lab)" means an instructional setting in which students work independently with the instructor available and in the instructional area for assistance and supervision.
- (30) "Lecture" means an instructional setting in which the instructor delivers information with limited student discussion.
- (31) "Lecture/laboratory (Lecture/lab)" means an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated; lecture and lab are dependent upon each other for the student's educational success.
- (32) "Local joint committee" means local joint apprenticeship committees, local joint training committees and trade committees.
- (33) "Minimum guideline standards" means industry/trade benchmarks developed and proposed by the appropriate state joint committee and approved by the Council representing the fundamental requirements necessary for entry into, and completion of specific Council approved occupational/trade programs.

- (34) "Non-credit course" means a course that does not offer college academic credit for completion. Non-credit courses are not required to use an established standard of academic achievement and therefore generally are not used as part of a credit-based degree or certificate of completion program.
- (35) "Occupational preparatory course" means collegiate level courses designed to prepare persons for employment in a specified occupation or cluster of closely related occupations.
- (36) "Occupational supplementary course" means collegiate level courses designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.
- (37) "On-the-job training (OJT)" means training provided to an employee under the direct auspices of the employer or their representative.
- (38) "Professional technical courses" are defined as the occupational preparatory or occupational supplementary collegiate level courses that are designed to prepare persons for entrance into and employment stability and advancement in specific occupations or clusters of closely related occupations.
- (39) "Professional technical program" means collegiate level coursework that is designed to prepare persons for entrance into and employment stability and advancement in specific occupations or clusters of closely related occupations. Successful completion of professional technical programs results in the achievement of a state-approved certificate of completion, Associate of Applied Science degree or Associate of Applied Science degree option.
- (40) "Registered apprentice" means a worker at least 16 years of age, except where a higher minimum age is otherwise required by law, who is employed to learn an apprenticeable occupation under standards of apprenticeship approved by the State Apprenticeship and Training Council or by the federal Office of Apprenticeship Training and Employer Labor Services. Also known as "apprentice."
- (41) "Related instruction" means programs of study for which applied or specialized associate degrees are granted or programs of an academic year or more in length for which certificates of completion are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics that should be covered as appropriate include safety, industrial safety, and environmental awareness.
- (42) "Related training attendance records" means the documentation required by the local joint committee to verify that a registered apprentice was present during the times required for an apprenticeship program.
- (43) "Related training or apprenticeship related training" means an organized and systematic form of classroom/lab instruction designed to provide knowledge of the theory and technical aspects of an apprenticeable trade.
- (44) "Standard of academic achievement" means demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard. Normally noted through a record transcribed and maintained by the college.
- (45) "State Apprenticeship and Training Council" means the state apprenticeship and training entity as identified in [ORS 660.010](#). Also known as "Council."
- (46) "State-approved program" means a community college certificate of completion or associate degree program that has met and continues to meet the standards and criteria of and have been approved by the State Board of Education.
- (47) "Statewide program" means an Associate of Applied Science and/or certificate of completion program which is developed, applied for and continuously monitored by a

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

(48) "Supplemental apprenticeship services" means those services that may be available at some community colleges on a fee for service basis to support the local joint committee. These services and others need to be included as part of an agreement between the community college and the local joint committees specifying the service to be performed, fees for services, length of service to be provided, etc.

(49) "Transcribed" means coursework entered into the official and formal records of a college including the level and achievement of a student.

589-007-0110 – Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit

Defines how community college, the Council and local joint committees work together to provide apprenticeship-related training services. Also defines how contact hours may be counted for apprenticeship programs.

(1) Community colleges will cooperate with the State Apprenticeship and Training Council, the Department, and the local joint committees in providing the necessary related training courses to meet the objectives of courses of study as identified in ORS 660.157(1) for registered apprentices and trainees. The coordination of related training offered in these courses with job instruction, and the carrying out of the other details will be the responsibility of the community college. (ORS 660.160)

(2) For each occupation and industry, the State Apprenticeship and Training Council shall review and approve courses of study for apprentices, based on current occupational analyses, that meet the training needs of each local joint committee and that shall be available to all registered apprentices.

(3) Local joint committees, in cooperation with the community college, shall have the responsibility for determining the training needs of the apprentices indentured by the committees subject to the training objectives adopted for the particular occupation or industry.

(4) Community college apprenticeship related training will be based on the course of study for apprentices and trainees approved by the State Apprenticeship and Training Council.

(5) Community colleges will collaborate with the local joint committee to develop and implement apprenticeship related training courses to satisfy the related training requirements of apprentices within the limits of the available resources and facilities of the community college.

(6) Community colleges will collaborate with local joint committees to identify the apprentice training requirements that can be met by existing community college courses.

(7) Community colleges identified on the Annual List of Community College Related Training Providers will provide apprenticeship related training courses to registered apprentices when regional accreditation and State Board of Education standards and requirements have been met. These standards and requirements include direct control by the community college relating to the approval of the curriculum and instruction, evaluation of the curricula, hiring or direct approval of instructors, evaluation of instructors and approval of the instructional setting.

(8) Community colleges will have sole responsibility for determining and providing academic credit for apprenticeship related training offered by the community college.

- (9) The local joint committees will have responsibility for granting apprenticeship credit for training and education received in community college apprenticeship related training and other course work.
- (10) Apprenticeship related training courses offered by community colleges will meet the same instructional standards and procedures as for other occupational supplementary and/or occupational preparatory courses offered by the community college.
- (11) Apprenticeship related training courses offered by community colleges will follow the same contact hour to academic credit ratio as other academic credit courses offered by the community college. The ratio will include a consistent differentiation for instructional delivery provided through lecture, laboratory and lecture/laboratory as defined by state and local community college guidelines.
- (12) Contact hours of apprenticeship related training offered by community colleges will be consistent with the hours of related training as approved by the State Apprenticeship and Training Council for the specific apprenticeship.
- (13) Apprenticeship related training offered by the community colleges for apprentices may be offered as credit or non-credit courses at the discretion of the community college.
- (14) Community colleges will transcript the credit for all apprenticeship related training courses completed by apprentices for academic credit. Non-credit apprenticeship related training course transcription is at the discretion of the college.
- (15) Effective July 1, 2003, and thereafter, apprenticeship on-the-job (OJT) training paid in whole or in part by any person or entity employing the services of a registered apprentice shall not be considered by the community college or the Department as cooperative work experience or related training for the registered apprentice.
- (16) Effective July 1, 2003, and thereafter, state FTE reimbursement will not be provided for on-the-job training for registered apprentices that are paid in whole or in part by any person or entity employing the services of a registered apprentice.
- (17) Skill and knowledge gained by registered apprentices and journey persons through on-the-job training may be considered as nonreimbursable credit for prior learning and/or credit for prior certification, according to the policies and procedures of a community college.
- (18) Effective July 1, 2003, and thereafter, cooperative work experience (CWE) and similar work-based learning courses may continue to be included in certificate of completion and/or associate degree programs for registered apprentices and journey persons, however credits transcribed by the college shall be only for credit for prior learning or credit for prior certification.

589-007-0120 – Apprenticeship Related Training Instruction

Relates to Apprenticeship instruction, record-keeping, financial aid and access to college services.

- (1) Community colleges will enroll apprentices in apprenticeship related training courses utilizing the college registration procedures used for other students and student groups.
- (2) Apprentices enrolled for community college apprenticeship related training courses will be community college students and will have access to the same college services and facilities as other similarly enrolled students.

- (3) Community colleges will assure that apprenticeship related training courses are provided with classroom and laboratory space. Within the campus allocation and procurement procedures, community colleges will collaborate with the local joint committee to assure space for related training courses.
- (4) Community college tuition and applicable fees for apprenticeship related training courses will be set by the local community college in the same manner as tuition is set for other college offerings.
- (5) Community colleges will obtain necessary authorization from registered apprentices to provide class lists, grades, and progress and related training attendance records to the local joint committee on request.
- (6) To assist the local joint committee, community colleges will maintain and provide class lists, academic progress records, and related training attendance records for all registered apprentices enrolled in apprenticeship related training courses, when appropriate authorization has been obtained from the registered apprentice.
- (7) Registered apprentices that are enrolled in credit course work toward the achievement of community college certificate of completion or associate degree programs may be eligible for financial aid if they meet the college's financial aid guidelines.
- (8) The awarding of community college academic credit for apprenticeship related training toward associate degrees and certificates of completion will be determined by the local community college based on the local, Department, and State Board of Education policies and procedures. Local policies and procedures will assure that an established standard of academic achievement has been met for all apprenticeship related training courses accepted toward college awards.
- (9) Community colleges will utilize the Professional Technical Course Approval Procedures as identified by the Department for the approval of apprenticeship related training courses.
- (10) Apprenticeship related training courses may be offered by the community college prior to final approval as identified by the Department in the Professional Technical Course Approval Procedures.

589-007-0130 – Apprenticeship Instructors

Outlines requirements for apprenticeship instructors. Apprenticeship instructors must meet the same requirements in effect for similar faculty and instructors identified through local college policies.

- (1) The community college conducting the apprenticeship related training courses will have direct control of the selection, supervision, and evaluation of the apprenticeship related training instructors.
- (2) Community colleges may contract with local joint committees to provide educational services including instruction to registered apprentices as identified in [OAR 589-007-0180](#).
- (3) Community college apprenticeship related training instructors will be able to demonstrate the occupational competency necessary for the courses to be taught and will have the necessary knowledge and skills required of a practicing journey person.
- (4) Community college apprenticeship related training instructors will meet the same education, experience and other requirements in effect for other similar faculty, adjunct faculty or instructors as identified in local college policies, procedures and bargaining agreements.
- (5) Community colleges will ensure that apprenticeship related training courses are taught by instructors that have the teaching competencies and qualifications expected of other college instructors and as required by the occupations and industries.
- (6) Apprenticeship related training instructors' performance will be evaluated for quality, attendance and effectiveness according to the college's personnel policies or collective bargaining agreement, whichever applies to the community college. The community college may seek input for the evaluation of instructors from the local joint committee responsible for the administration of the training program.
- (7) The community college will collaborate with the local joint committee in determining the instructor occupational competency needed for the instruction of an apprenticeship related training course.
- (8) Community colleges will consult with the local joint committee for assistance in identifying qualified instructors for apprenticeship related training courses.
- (9) Community college apprenticeship related training instructors will be provided with the same opportunities for pre-service and in-service training as other community college instructors and faculty as identified in local college policies, procedures and bargaining agreements.
- (10) The community college will collaborate with the local joint committee to identify the needed competencies for apprenticeship related training instructors and to develop and implement appropriate community college pre-service and in-service training and experiences.

589-007-0140 – Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

Requires that associate degree programs offered to apprentices follow the same standards as all other certificate of completion and associate degree programs.

(1) Community college associate degree and certificate of completion programs offered for registered apprentices and journey persons will follow the same local and State Board of Education standards, criteria and requirements as other certificate of completion and associate degree programs. Programs will follow the Certificate of Completion and Associate Degree Approval Procedures identified by the Department.

(2) Community college associate degree and certificate of completion programs developed for registered apprentices and journey persons will follow the general education, related instruction and other college requirements for certificate of completion and associate degree programs as identified by each community college.

(3) Community colleges will provide opportunities for apprentices and journey persons to achieve an associate degree using knowledge and skills from current and prior education and experience. The associate degree opportunity may include, but not be limited to, an Associate of Applied Science degree in an apprenticeable trade, or an Associate of Applied Science degree in an area such as Industrial Technology, or an Associate of General Studies.

(4) Community colleges with Associate of Applied Science degree (AAS) programs for registered apprentices and journey persons (apprenticeable trade AAS degree programs or in an area such as Industrial Technology degree programs) will align with BOLI minimum guideline standards by apprenticeable trade within two years of the establishment of the minimum guideline standards for the apprenticeable trade. New and existing AAS degree programs for registered apprentices and journey persons will follow the Minimum Guideline Standards Certificate of Completion and Associate of Applied Science Degree Procedures identified by the Department in consultation with stakeholders.

589-007-0150 – Granting Academic Credit for Certificates of Completion and Associate Degrees for Apprentices and Journey Persons

Provides authority to award credit for prior learning and experience.

(1) Registered apprentices and journey persons will be provided with the same opportunities for being awarded academic credit for prior learning or prior certification toward certificates of completion and associate degrees as is available for other community college students. These opportunities will include but may not be limited to: Credit for Prior Experiential Learning, Course Challenge Examination and Credit for Prior Certification.

(2) Community colleges will follow the regional accreditation standards allowing no more than 25 percent of certificate of completion and associate degree programs to be met through credit for prior experiential learning.

(3) Community colleges will utilize the same standards of achievement (proficiencies, grades, etc.) for granting academic credit for related training and previous experience for associate degrees and certificates of completion for apprentices and journey persons as for other community college students.

(4) Apprenticeship related training courses completed for academic credit and transcribed at one Oregon community college will be evaluated toward meeting the requirements for college certificates of completion and associate degrees at another Oregon community college.

(5) Journey persons with proof of Oregon journey person status or some other form of recognized state, regional or national standards certification may be awarded academic credit toward an associate degree based on local community college procedures.

(6) Evaluation procedures to establish apprenticeship credit for community college work toward apprenticeship requirements will follow policies adopted by the State Apprenticeship and Training Council in cooperation with the Department. Apprenticeship credit is acknowledged and accepted by the local joint committee. The community college does not grant apprenticeship credit toward BOLI apprenticeship program requirements.

589-007-0160 – Menu of Core Apprenticeship Services and Supplemental Apprenticeship Services

Identifies requirements for apprenticeship services offered through community colleges.

(1) Core apprenticeship services will include the services provided by Oregon community colleges to registered apprentices and local joint committees when the registered apprentice is enrolled for one or more related training courses at the community college and the related training courses meet the community college's content, minimum class size, and other requirements for such courses.

(2) The menu of core apprenticeship services will include the core apprenticeship services and the definition of each service as have been identified by the community colleges in collaboration with the Department. Core apprenticeship services will include:

(a) Registration services for registered apprentices;

(b) Academic credit for apprenticeship related training instruction under the direct control of the college utilizing the same academic credit and instructional guidelines used for other similar college courses;

(c) Opportunities for registered apprentices to complete requirements to achieve an associate degree;

(d) Registered apprentices with access to the same college services and facilities (financial aid eligibility, counseling, advising, library access, etc.) as other similarly enrolled students;

(e) Inservice and professional development opportunities for apprenticeship related training instructors that are consistent with opportunities provided for other similarly hired college instructors;

(f) Classroom and laboratory facilities for apprenticeship relating training courses either at the college facility or at another facility as agreed upon by the college and the local joint committee; and

(g) When appropriate authorization has been provided by the registered apprentice, apprenticeship related training class lists and related training attendance records for registered apprentices will be provided to local joint committees.

(3) Community colleges identified on the Annual List of Community College Related Training Providers may also provide a listing of supplemental apprenticeship services available to local joint committees from their individual community college. Supplemental apprenticeship services include services that may be available at an individual community college on a fee for service basis to support the local joint committee in its effort to provide effective services to registered apprentices.

(4) Supplemental apprenticeship services to be provided by a community college to a local joint committee will be provided through a contract between the parties. Such contracts will include but not be limited to the identification of supplemental apprenticeship and other services to be provided, fees for services provided and length of services to be provided.

(5) Supplemental apprenticeship services that may be provided by a community college on a fee for services basis through a contract between the community college and the local joint committee may include but are not limited to:

- (a) Administrative support to the local joint committee;
- (b) Posting meetings;
- (c) Maintenance of equal opportunity records;
- (d) Maintenance of records required by state and federal apprenticeship regulations;
- (e) Computer technical support;
- (f) Taking and distributing minutes for or on behalf of the local joint committee;
- (g) Marketing/promotion;
- (h) Grant proposal preparation and administration of grants;
- (i) Assessing transferability of related training coursework;
- (j) Completion of applicant rating forms; and
- (k) End of the term recommendations.

589-007-0170 – Community College Apprenticeship Related Training Providers and Notification

Requires notification to Department if a community college intends to provide apprenticeship training and services. Authorizes community colleges to enter into contracts with local joint committees.

(1) Community colleges, within the limits of the available resources and facilities of the community college, will provide core apprenticeship services for the registered apprentices. Community colleges may contract with other community colleges to assist in providing core apprenticeship services to registered apprentices.

(2) By March 1, 2003, and by February 1 of each year thereafter, each community college will submit to the Department their intention to offer apprenticeship related training and core apprenticeship services to registered apprentices for the following school year beginning July 1.

(3) By April 1, 2003, and by March 1 of each year thereafter, the Department will publish the Annual List of Community College Related Training Providers identifying the community colleges that have indicated their interest in offering apprenticeship related training courses and core apprenticeship services for the following school year. The Department will provide the Annual List and menu of core apprenticeship services to the Bureau of Labor and Industries -- Apprenticeship and Training Division, the local joint committees and the community colleges.

(4) Local joint committees will utilize the Annual List of Community College Related Training Providers to enter into contractual agreements with one or more community colleges within the local joint committee boundaries to provide apprenticeship related training and core apprenticeship services to registered apprentices indentured to the local joint committee.

(5) If a community college and the local joint committee are unable to obtain agreement regarding apprenticeship related training and core apprenticeship services to be provided, the community college or local joint committee may contact the Department for a referral to the Oregon Public Policy Dispute Resolution Program for dispute resolution services. Dispute resolution services provided shall include fair and equitable membership as approved jointly by the community college(s) and the local joint committee.

(6) If no contractual agreement can be reached between a local joint committee and one or more community college(s) within the geographic jurisdiction of the local joint committee, the local joint committee may contract with any community college on the Annual List of Community College Related Training Providers willing to provide apprenticeship related training and core apprenticeship services.

(7) If the local joint committee determines that they wish to contract with another community college, the local joint committees will provide notice within 90 calendar days of the completion of the existing agreement to the contracting community college of its intention to contract with another community college.

(8) Contracts between community colleges and local joint committees will not imply any requirement on the part of the state for reimbursement.

589-007-0180 – Contracts for Educational Services Between Community Colleges and Local Joint Committees

Outlines requirements for contracts between community colleges and local joint committees. Describes responsibilities of community colleges and joint committees.

(1) Local joint committees, as private organizations, may contract with a community college to provide services of an educational nature that are subject to the approval of the State Board of Education as identified in ORS 341.315.

(2) A community college may enter into contracts with local joint committees to obtain educational services for students enrolled in the community college as identified in [ORS 341.440](#).

(3) Educational services provided under contract between the community college and the local joint committee must meet or exceed the accreditation requirements for Contractual Relationships with Organizations Not Regionally Accredited of the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities or their successor to ensure full accreditation for the community college.

(4) The applicable requirements for contracted education services include but are not limited to:

(a) The primary purpose of offering the course is educational.

(b) Any course offered must be consistent with the institution's educational mission and goals.

(c) Courses to be offered and the value and level of their credit must be determined in accordance with established institutional and State Board of Education policies and procedures.

(d) Courses offered must remain under the sole and direct control of the community college, which exercises ultimate and continuing responsibility for the performance of these functions as it relates to:

(A) Recruitment and advertising;

(B) Advising and counseling students;

(C) Appointment and validation of credentials of faculty and instructors teaching the course;

(D) Admission of students to courses and/or to the community college;

(E) Instruction in the courses;

(F) Evaluation of student progress;

(G) Record keeping;

(I) Tuition and/or fees charged, receipt and disbursement of funds, and refund policy;

- (J) Nature and location of courses;
- (K) Library and information resources;
- (L) Additional data including course outlines, syllabi, copies of exams, records of students and evidence of equivalencies with established programs.
- (5) Educational services provided by the local joint committee under contract with the community college must meet the standards for educational services provided by the college as identified in [ORS 341.440](#).
- (6) Community colleges may not enter into a contract where the community college is required to share any portion of FTE reimbursement provided by the state.
- (7) Contracts between the community college and the local joint committee will be based upon reasonable costs associated with the educational services provided under the contract.
- (8) As set forth in [ORS 341.440](#), the contract for educational services between the community college and the local joint committee will not exceed the costs that would otherwise be incurred by the college to provide students with the same or similar services.
- (9) Contracts for educational services between the community college and the local joint committee may include those core apprenticeship services as identified in [OAR 589-007-0160](#). Services provided must remain under the direct and sole control of the community college and meet the standards of regular community college courses, programs and services and are services that are best provided through the contractual arrangement. The educational services that may be provided by the local joint committee are limited to:
 - (a) Facilities for apprenticeship related training courses;
 - (b) Assistance in recommending instructional staff that meet the college requirements for college faculty and instructors;
 - (c) Related training instructors to serve as instructors for college related training courses that meet the college requirements for college faculty and instructors;
 - (d) Equipment, services and supplies to be utilized for apprenticeship related training courses; and
 - (e) Assistance in the development of curriculum and assessments for related training courses.
- (10) Contracts for educational services between the community college and the local joint committee will be consistent with [OAR 589-002-0500](#) and will clearly establish the requirements and responsibilities of the community college and the local joint committee following regional accreditation and other requirements. Contracts will be executed by designated officers of the community college and the local joint committee and will include the following elements:
 - (a) Identification of the work to be performed, period of the agreement, and conditions under which renewal or renegotiation of the contract would take place;
 - (b) Identification of the community college as having ultimate responsibility for the performance of necessary control functions for the educational offerings and offering academic credit;
 - (c) Establishment of the responsibilities of the community college and the local joint committee regarding:
 - (A) Indirect costs
 - (B) Approval of salaries
 - (C) Equipment
 - (D) Subcontracts and travel
 - (E) Property ownership and accountability
 - (F) Inventions and patents

- (G) Publications and copyrights
- (H) Accounting records and audits
- (I) Security
- (J) Termination costs
- (K) Tuition refund
- (L) Student records
- (M) Faculty facilities
- (N) Safety regulations
- (O) Insurance coverage
- (d) Demonstration that the regional accreditation requirements have been met regarding:
 - (A) Enrollment agreements
 - (B) Tuition policies including rates, refunds and cancellations and collection practices
 - (C) Student recruitment including advertising and promotional literature and field agents.

589-007-0200 – Two Plus Two and Dual Credit Programs

Sets out policy for 2+2 and Dual Credit Programs in community colleges.

- (1) For purposes of this rule, the following definitions apply:
 - (a) "Two Plus Two" is defined as planned professional technical programs articulated between high schools and community colleges.
 - (b) "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy.
- (2) Before developing programs with high schools, each college shall file with the Department a policy for governing Two Plus Two and Dual Credit programs. Policies must include the following:
 - (a) Requirements for instructors equivalent to that of other college instructors in the discipline, including:
 - (A) Masters degree for instructors of Lower Division Collegiate courses; and
 - (B) An appropriate combination of education and experience for instructors of professional technical courses.
 - (b) Methods for selecting student participants, including limiting classes to seniors and qualified juniors, and in exceptional cases other qualified students. Qualifications must be defined;
 - (c) Assurances that classes will be transcribed by the college;
 - (d) Assurances that materials and subject matter are college level.
- (3) On or before October 1 of each year, colleges shall submit an annual evaluation of the previous school year's Two Plus Two and Dual Credit programs, including but not limited to description of:
 - (a) Programs and courses offered;
 - (b) Student outcomes;
 - (c) Instructors' qualifications; and
 - (d) Program costs.

(4) Participating school districts and post-secondary institutions shall develop written agreements based on the policies described in this rule regarding Two Plus Two and Dual Credit programs, which include:

(a) Criteria regarding approval of courses, selection and approval of instructors, admissions, procedures, counseling, monitoring, and evaluation; and

(b) The provision that all agreements and policies shall be available to all staff members involved in the programs and to parents and students.

(5) Participating school districts and post-secondary institutions shall, in consultation with appropriate staff members, determine that course content and instructional quality are consistent with that offered by the community colleges.

(6) The Commissioner shall require an accounting of FTE consistent with these rules.

589-007-0400 – General Educational Development Program and Certificates of High School Equivalency

Describes the GED and high school equivalency programs.

(1) The General Educational Development (GED) tests are a measure of high school equivalency and include the following areas:

(a) Writing skills;

(b) Social studies;

(c) Science;

(d) Reading skills; and

(e) Mathematics.

(2) All GED tests applicants except those confined to Oregon correctional or health institutions must take the GED test at an approved military testing center or an official GED testing center.

(3) Oregon residency is not required to take the GED tests in Oregon. The applicant must have valid state or government issued photo identification. The State of Oregon will issue a certificate after completion of minimum score requirements.

(4) Official GED testing centers and local GED examiners shall be approved by the State Administrator, GED Program, Department of Community Colleges and Workforce Development, when the following have been documented (GEDTS Forms 75 and L-10):

(a) Need for a new testing site in a specific region or location;

(b) Need for new or replacement examiner at a testing center;

(c) Willingness of center personnel to meet all testing center requirements described in the GED Examiner's Manual published by GED Testing Service of the America Council on Education.

(5) Before testing center is approved, testing centers in Oregon shall also submit to the State GED office for approval:

(a) Appropriate fee structure that shall not exceed the cost of administering the GED tests;

(b) Appropriate testing schedules to meet year-round needs of geographic area being served.

(6) The annual contract between local testing centers, the Department of Community Colleges and Workforce Development and the GED Testing Service shall provide assurances that all state and national requirements shall be met. Failure to meet requirements may result in center closure.

(7) Requirements for a Certificate of Equivalency include:

(a) That, except as provided below, the applicant must be 18 years of age to take the GED tests:

(A) An applicant who is at least 16 years of age, but not yet 18 years of age, may take the GED tests under the following circumstances:

(i) The local school district must certify to authorized Oregon GED Chief Examiners that the applicant is exempt from compulsory school attendance for reasons cited in ORS 339.030(5), 339.250(6) and OAR 581-021-0070, 581-021-0071, and 581-021-0076, and has secured the permission of his or her parent or legal guardian; or

(ii) The Education Service District must certify to authorized Oregon GED Chief Examiners that the applicant is exempt from compulsory school attendance for reasons cited in ORS 339.030(3); or

(iii) The parent or legal guardian must certify to authorized Oregon GED Chief Examiners that the applicant is exempt from compulsory school attendance for reasons cited in ORS 339.030(1). The parent or legal guardian shall specifically indicate that the applicant has permission to take the GED tests; or

(iv) The applicant is enrolled in an approved Option Program for In School Youth as cited in OAR 581-022-1350.

(B) Because ORS 109.510 and 109.520 state that persons are deemed to reach majority upon marriage and because GED Testing Service policy states that persons must be 16 years of age to take the GED Tests (Examiner's Manual), an applicant that is married is eligible to take the GED Tests at the age of 16 without an exemption from compulsory attendance.

(c) The Commissioner may, under special and extraordinary circumstances, waive certification requirements in subparagraph (7)(b)(A)(i),(ii) or (iii) of this rule.

(8) The GED Chief Examiner shall ensure that the applicant is advised of:

(a) Locally available practice testing and preparation opportunities;

(b) Policies, including limitations on retesting procedures;

(c) A three-year limit to complete the GED Tests before retesting and repayment of fees are enacted.

(d) The special GED scores that are required by apprenticeship and some postsecondary educational programs.

(9) To obtain the Certificate of Equivalency, an applicant must achieve a minimum standard score set by the Oregon State Board of Education.

(10) Previous high school enrollment is not required for an applicant to be eligible to receive a Certificate of Equivalency.

(11) Certificate application:

(a) The individual who passes the tests may make application for the Certificate of Equivalency to the State Administrator, GED Program, Department of Community Colleges and Workforce Development, Salem, Oregon. Application forms, available at all official testing centers, may be completed at the time the test is taken.

(b) Test scores are accepted as official only when reported directly by official GED agencies, the United States Armed Forces Institute, directors of Veterans Administration hospitals, and in special cases by the GED Testing Service;

(c) Service personnel are responsible for having their test scores sent to the State GED Administrator. Upon receipt of these scores, a certificate application form will be mailed.

(12) Testing centers shall comply with the requirements of the Testing Program by refusing to administer tests to those who have not reached the age of 18 unless permitted by this rule.

(13) By authorization of the Commission on Educational Credit and Credentials, the Department of Community Colleges and Workforce Development administers the GED tests to individuals confined to state correctional and health institutions.

(14) Upon the recommendation of the Commission of Accreditation of Service Experience of the American Council on Education, the following provisions apply to GED testing of members of the Job Corps stationed in Oregon:

(a) Civilian-restricted forms of the GED test can be administered to Job Corps trainees who have been determined to be eligible by the educational director of the Job Corps Training Center;

(b) Testing will be done at official GED agencies, and the usual testing fee will be charged;

(c) Persons taking the test must be at least 18 years of age unless the applicant meets requirements in subparagraph (7)(b)(A)(i), (ii), (iii), or (iv) of this rule.