



Oregon Community College Association
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GLOSSARY

Accredited: Approved to offer degrees at a specified level by an agency or association recognized as an accreditor nationally by the U.S. Secretary of Education, or so recognized by the Council for Higher Education Accreditation or its successor, or having candidacy status with an agency or association whose pre-accreditation category is recognized specifically by the U.S. Secretary of Education as an assurance of future accreditation. “Regionally accredited” means approved to offer degrees at a specified level by a regional institutional accreditor recognized for that purpose by the U.S. Secretary of Education. (OAR 583-030-0015(9))

Adult Basic Education (ABE): Courses provide instruction in basic academic skills to assist adults who have less than the equivalent of a ninth grade education, in upgrading their skills to the levels necessary for work, further education, family self-sufficiency, and community and civic participation. The main focus of instruction is on reading, writing, mathematics, basic computer literacy, and critical thinking skills.

Adult Basic Skills Education (ABSE): Adult education and literacy programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community and civic participation. The ABSE system targets skills below the post-secondary level including reading, writing, mathematics, speaking/listening in English, basic computer literacy, and critical thinking skills.

Adult High School Diploma (AHS): High school curriculum offered by community colleges for which a community college adult high school diploma or a diploma from a cooperating high school is awarded. Each college must have an approved high school diploma plan filed with the Department of Community Colleges and Workforce Development. The plan must meet state graduation requirements. (2001 Community College Handbook)

Adult Secondary Education (ASE): Courses provide instruction in basic academic skills to assist adults who have less than the equivalent of a secondary education in preparing for the General Education Development (GED) test, completing an adult high school diploma, or upgrading their skills to the levels necessary for work, further education, family self-sufficiency, and community and civic participation. The main focus of instruction is on reading, writing, mathematics, basic computer literacy, and critical thinking skills. The GED test includes sub-tests in the following content areas: Language Arts Reading, Language Arts Writing, Math, Science, and Social Studies. The Oregon Department of Community Colleges & Workforce Development issues an Oregon Certificate of Equivalency to individuals who receive a minimum standard score of 410 on each of the five tests, an average passing score on all five tests of 450 or more and a total minimum passing score of 2,250. (OAR 589-007-0400)

Advanced Placement (AP): Advanced Placement is a copyrighted curriculum, materials, and examinations from The College Board offered in high school. (Accelerated College Credit Opportunities for Oregon High School Students *(ACCO Primer)*)

Adverse intersegmental impact (AII): The detriment of duplication 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. (OAR 583-040-0010(9))

All aspects of an industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. Generally includes community issues related to the industry, technical and production skills, underlying principles of technology, finance, health, safety, and the environment, management, planning, and labor issues. (*Perkins Act of 1998*)

Apprenticeship: Occupational training that combines on-the-job experience with classroom/lab training. Industry and individual employers design and control the training programs, and pay apprentices' wages. Apprenticeship trains workers to meet industry standards for a given occupation. Apprenticeship is a partnership of employers, workers, the State of Oregon, and a variety of schools and community colleges. (Oregon Bureau of Labor and Industries web site: www.boli.state.or.us)

Articulation: The state of being jointed or interrelated. In education, articulation refers to interrelationships of curriculum, standards, and proficiencies across levels (e.g., elementary, secondary, postsecondary) and across segments (e.g., community colleges and public or private four-year institutions) as well as to movement of students between segments. (Webster's Ninth New Collegiate Dictionary)

Articulation agreements: Written descriptions of curriculum, course, and proficiency interrelationships mutually acknowledged among levels and/or sectors of education. These agreements may smooth the transition of students from one level or sector to another, potentially shortening the amount of time required to complete a program of study. (CCWD)

Associate degree: A lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board. At a minimum, associate degrees require 90 total term units; a recognizable core of general education courses; and an established standard of academic achievement. (OAR 589-006-0100(2) and (3))

Associate of Applied Science degree (AAS) options: A specialization within an approved Associate of Applied Science degree program. Options may be added to an existing AAS degree program or they may be approved as part of a new AAS degree program application. More than one option may be added to an AAS degree program if the option leads to a specialization of the base program. A common core group of courses comprising 70% of program credits must be maintained for all options. (*2001 Community College Handbook*)

Basic skills: English reading, writing and computing skills. (Workforce Investment Act of 1998)

Block transfer: An agreement between a community college and a four-year institution to accept a specified set of community college courses (which may include professional technical education courses) for transfer. (CCWD)

Business and industry-based programs: Associate of Applied Science degrees and certificates of completion designed for employers to meet specific occupational and educational needs of their current employees. (*2001 Community College Handbook*)

Career and Technical Education (CTE): A program of study at the secondary and postsecondary levels that is a key component of Oregon's education and workforce development system. CTE integrates technical career skill proficiencies with academic content and prepares students for the workplace, further education, training, and family and community roles. At the postsecondary level, CTE helps

students complete Associate of Applied Science (AAS) degree and certificate of completion programs, preparing them for workplace entry and career success.

Career Clusters: A group of occupations and broad industries based on commonalities used by high schools and community colleges to develop Career Pathways and other Career and Technical Education (CTE) programs and strategies. Career Clusters have been developed nationally by the National Tech Prep Network /National Center for Career and Technical Education. The Oregon Skill Sets are Oregon's version of National Career Clusters. See Oregon Skill Sets <http://www.ode.state.or.us/search/results/?id=271>.

Career guidance and academic counseling: Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options. (*Perkins Act of 1998*)

Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332: The statute that establishes federal policy and appropriates federal funds to support the development and improvement of vocational and technical education programs in public schools and postsecondary institutions. (CCWD)

Certificate of Advanced Mastery (CAM): An award given to students who have demonstrated rigorous application of knowledge and skills in preparation for their post-high school goals. (Oregon Department of Education 2005)

Certificate of completion: 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 collegiate-level work, and meet State Board of Education's criteria. Commonly referred to as one-year and two-year certificates of completion. (*2001 Community College Handbook*)

Certificate of Initial Mastery (CIM): An award earned by students who have met CIM-level standards on state tests and classroom work samples in English/language arts, mathematics, and science. (Oregon Department of Education 2005)

Classification of Instructional Programs (CIP): A federal taxonomy of program titles, terms, and descriptions designed to define and classify instruction according to currently recognized awards and program completions at the national, state, and local levels. (*Classification of Instructional Programs 2002*)

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 or passing period. 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(9) shall not be used as the basis for calculating contact hours. (*2001-2002 FTE Guidelines*)

Collegiate level: Collegiate level work provides skills and information beyond what is normally gained before or during the secondary school level. It is characterized by analysis, synthesis, and applications 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. (2001 Community College Handbook)

Complementary courses in general education: Courses that are designed to serve as supportive parts of the occupational preparatory curriculums. 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. (OAR 589-006-0300(1)(d))

Continuing education unit (CEU): A form of recognition given for completion of a unit of training. At Oregon community colleges, they are usually given for completion of occupational supplementary courses. (2001 Community College Handbook)

Contracted training: Courses, workshops, and seminars designed for and delivered to business. (CCWD)

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. (2001-2002 FTE Guidelines)

Credit: When the full term is “postsecondary or college credit,” means 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. (OAR 583-030-0015(6))

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. (2001-2002 FTE Guidelines)

Curriculum: A plan for teaching and learning which includes objectives, subject matter content, learning experiences and teaching strategies, teaching aids, and evaluations. (2001 Community College Handbook)

Degree: Any academic or honorary title, rank, or status that may be used for any purpose, 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 thereof 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. “Degree” does not refer to a certificate or diploma signified by a series of letters or words unlikely to be confused with a degree, clearly intended not to be mistaken for a degree, and represented to students and the public in ways that prevent such confusion or error. (OAR 583-030-0015(8))

Detrimental duplication (DD): Occurs when a proposed new publicly funded program or location is likely to divert enough students from existing similar programs to imperil the viability of existing

programs when the number of potential students is limited by factors such as interest, qualifications needed for admission, internship openings for students, and job openings for graduates. Detrimental duplication cannot be shown if the Commission finds that the proposed program or location meets an unmet workforce need in the state. (OAR 583-040-0010(8))

Developmental education: The broad category of courses offered in Oregon community colleges that are pre-college level. Courses covered by the Adult Education Act include Adult Basic Education, General Education Development, English as a Second Language, Adult High School completion classes, as well as postsecondary remedial or developmental skills courses and programs. Generally academic courses listed below the level of 100 are considered developmental education courses. (2001 *Community College Handbook*)

Direct instruction: Instruction takes place when a course or program provides an educational experience under the direct control of the college. Evidence of direct control includes: responsibility for fiscal, academic, and student support administration; compatibility with the institution's mission and goals; and responsibility for design, approval, delivery, and periodic evaluation of a course or program under established institutional procedures. (2001-2002 *FTE Guidelines*)

Dislocated worker: An individual who (A) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (B) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or (D) is a displaced homemaker. (*Workforce Investment Act of 1998*)

Displaced homemaker: An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (*Perkins Act of 1998*)

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. (2001-2002 *FTE Guidelines*)

Dual Credit: 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. (*Accelerated College Credit Opportunities for Oregon High School Students ACCO Primer*)

Eligible training provider: A provider who is a postsecondary institution that is eligible to receive Federal funds under Title IV of the Higher Education Act of 1965 and provides a program that leads to an associate degree, baccalaureate degree, or certificate; an entity that carries out programs under the National Apprenticeship Act; or another public or private provider of a program of training services. (*Workforce Investment Act of 1998*)

English as a Second Language (ESL): Courses provide instruction in basic academic skills to assist adults whose native language is not English in upgrading their skills to the levels necessary for work, further education, family self-sufficiency, and community and civic participation. The main focus of instruction is on listening comprehension, speaking, reading, writing, basic computer literacy, and critical thinking skills.

English Literacy Civics Education (EL/Civics): Courses provide integrated English literacy and civics instruction to assist immigrants and other limited English proficient populations in acquiring the skills and knowledge to become effective participants in the education, work and civic opportunities of the United States.

The focus of instruction is on both basic academic skills and responsibilities of citizenship, naturalization procedures, civic and community participation, and U.S. history and government.

Full-time equivalency (FTE): 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. Also, see OAR 589-002-0100 (7). (*2001-2002 FTE Guidelines*)

General education: Introduces students 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 helps them develop the mental skills that will make them more effective learners. (*Accreditation Handbook 1999*)

General Educational Development: 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 General Educational Development tests. An Oregon certificate of equivalency is issued by the Oregon Board of Education to individuals who earn passing scores. Also, see OAR 589-007-0400. (*2001-2002 FTE Guidelines*)

Hobby course: Any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works. (OAR 589-006-0050(23))

Industry Cluster: Geographic concentrations of interconnected companies and institutions that have some type of systemic relationship to one another based on complementarities or similarities that, analyzed and organized, can serve as an economic development strategy to increase competitiveness and the wealth of a region. Companies and institutions in an industry cluster may include:

- Suppliers of specialized inputs, machinery, services;
- Distribution channels and customers;
- Manufacturers of complementary products;
- Companies related by skills, technologies or common inputs;
- Related institutions such as research organizations, universities, standard-setting organizations, training entities, and others.

International Baccalaureate (IB): International Baccalaureate Programme establishes a common, structured curriculum that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. (*Accelerated College Credit Opportunities for Oregon High School Students (ACCO Primer)*)

Intrasegmental: Within a segment of education. See definition of “Segments of Education” in the Glossary.

Joint Boards Articulation Commission: A policy group created and appointed by the State Board of Education and State Board of Higher Education to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible. The Commission is comprised of representatives appointed by the chief executive officers from the community college, university system, K-12, and independent college sectors. (OUS web site: <http://www.ous.edu/aca/jbac>)

Laboratory (Lab): An instructional setting in which students work independently with the instructor available and in the instructional area for assistance and supervision. (*200 Community College Handbook*)

Learning (instructional) objective: A statement of what the learner is expected to accomplish or acquire as a result of the learning experience. Objectives are measurable and delineate the content, conditions, and criteria to be used to demonstrate mastery of the objective. (*200 Community College Handbook*)

Lecture: An instructional setting in which the instructor delivers information with limited student discussion. (*2001 Community College Handbook*)

Lecture/lab: 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. (*2001 Community College Handbook*)

Literacy: The combination of foundation skills (reading, math, writing, and communication) and workplace skills (teamwork, resource allocation, decision making, problem solving, critical thinking, personal self-management, and technology competence) necessary to adequately function as workers, family members, and members of a community in an information society. (Oregon State Board of Education)

Lower division collegiate (LDC) courses: 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. (OAR 581-006-0050(29))

Middle College: Also known as “Early College.” Helps open new high schools committed to offering students a five-year, accelerated course of study enabling them to earn an associate degree or two years of college credits along with their diploma. (*Accelerated College Credit Opportunities for Oregon High School Students (ACCO Primer)*).

Next steps: Activities that students pursue following completion of their program of study. (CCWD)

New location of an approved program: 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. “New location” does not mean a medium of statewide or universal transmission through which students separately and privately receive instruction for distance learning. (OAR 583-040-0010(5))

New program: Any program not previously approved by the Office of Degree Authorization or 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. (OAR 583-040-0010(4))

Non-credit course: A course that does not offer college credit for completion and generally cannot be used as part of a credit based degree or certificate of completion program. Continuing education units (CEUs) are often used to describe the duration of study for these courses. (Source: *2001 Community College Handbook*)

Nontraditional training and employment: Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. (*Perkins Act of 1998*)

Northwest Commission on Colleges and Universities: One of six regional associations in the United States which accredits schools and colleges. Its purpose is the improvement of educational institutions and the development of better working relationships among schools and postsecondary institutions. (2003 Accreditation Handbook)

Occupational preparatory courses: The State Board of Education standards for approval of occupational preparatory courses will be included in the *Career and Technical Course Approval Procedures* [CC Handbook] and will include but not be limited to:

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

Approved as part of a community college certificate of completion, associate of applied science degree program, or associate of applied science degree option; or

Approved as a stand-alone occupational preparatory course.

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.

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

Courses are developed and operated with the advice and counsel of employers, employees and other persons knowledgeable about the requirements of the occupations involved.

Courses will not adversely impact or detrimentally duplicate similar intersegmental courses offered locally. (OAR 581-006-0300(5))

Occupational preparatory program: A state-approved professional technical program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. (OAR 581-006-0050(33))

Occupational supplementary courses: The State Board of Education standards for approval of occupational supplementary courses will be included in the *Career and Technical Course Approval Procedures* [CC Handbook] and will include but not be limited to:

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.

Courses are not necessarily directed toward the completion of requirements for a baccalaureate degree

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

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

Courses will not adversely impact or detrimentally duplicate intersegmental courses offered locally. (OAR 581-006-0300(6))

Occupational supplementary program: 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. (OAR 581-006-0050(34))

Oregon Department of Education: K-12 Education. <http://www.ode.state.or.us/home/>

Oregon Education Association: The Oregon Education Association (OEA) is a union that represents about 47,000 educators working in pre-kindergarten through grade 12 public schools and community colleges. OEA's membership includes licensed teachers and specialists, classified/education support professionals (ESPs), community college faculty, retired educators, and student members. <http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&b=2025711>

Oregon Education Investment Board: The Oregon Education Investment Board, chaired by the Governor, is overseeing an effort to create a seamless, unified system for investing in and delivering public education from early childhood through high school and college so that all Oregonians are well prepared for careers in our economy. <http://www.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml>

Oregon IDEA: The Oregon Idea is a coalition of small business owners, CEOs, community leaders, and alumni of Oregon's community colleges and universities who share a common vision for Oregon's post-secondary education system. The Oregon Idea is this: Investing in post-secondary education today will lead to economic prosperity tomorrow. <http://theoregonidea.org/>

Oregon School Boards Association: The Oregon School Boards Association is dedicated to improving student achievement through advocacy, leadership and service to locally-elected, volunteer Oregon public school boards. <http://www.osba.org/>

Oregon State Board of Education: The Oregon Legislature created the State Board of Education in 1951 to oversee the state's schools and community colleges. The board sets educational policies and standards for Oregon's 197 public school districts, 17 community college districts, and 20 educational service districts. All of these agencies have separate governing bodies responsible for transacting business within their jurisdiction. The Oregon State Board of Education is comprised of seven members appointed by the Governor and confirmed by the State Senate. Five members represent Oregon's five congressional districts, and two members represent the state at large. Members serve four-year terms and are limited to two consecutive terms. Board members elect their chair each year.

The State Board meets at least six times per year and the public is welcome to attend State Board meetings. <http://www.ode.state.or.us/search/results/?id=144>

Oregon State Board of Higher Education: The Oregon State Board of Higher Education (the Board), the statutory governing board of the Oregon University System and its seven universities is composed of twelve members appointed by the Governor and confirmed by the Oregon State Senate. Eight public members are appointed for four-year terms and two faculty and two student members are appointed for two-year terms. The Board elects a president and vice-president and committees of the Board meet regularly. The Board's administrative office is responsible for managing preparation for all Board meetings, serving as the information source on Board matters, supporting Board members, and serving as recorder and repository of the official record of the Board. For more information, see other content in this section or contact the Board's office. http://www.ous.edu/state_board

Oregon Skill Sets: List of things students need to know and be able to do in order to be successful in Oregon's educational and career environments. The Oregon Skill Sets have been created through statewide and national industry input, so the things that students are asked to know and be able to do are the most current and relevant skills for each career area or interest area. The knowledge and skill sets will be used by Oregon educators at all levels to help identify what educational experiences Oregon students need to have in order to be successful in whatever they choose to do when they Oregon's schools. The lists include academic, technical and career related knowledge and skills.

Other Education Courses: General self-improvement courses intended primarily for adults and independent of occupational or lower division curricula. These courses may be developmental in nature and may be offered to help persons who lack sufficient background in subject-matter areas or who lack English language skills needed to make satisfactory progress in the lower-division collegiate or professional technical program(s) or to enter the workforce. The course must include at least six contact hours of instruction focused on a single topic. Approval must follow the Departments' Other Reimbursable Course Approval procedure. (OAR 589-006-0400)

Pathways: An integrated, articulated continuum of programs and services designed to prepare high school students and adults for employment and advancement in targeted industry sectors, fields and occupations.

<http://www.communitycollegecentral.org/careerpathways/careerpathways03272007.pdf>

Additional definitions include:

A Career Pathway is a coherent, articulated sequence of rigorous academic and career courses, commencing in the ninth grade and leading to an associate's degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. A Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and are designed to lead to rewarding careers.

<http://www.league.org/league/projects/ccti/cp/characteristics.html>

A Career Pathway is a framework for connecting a series of educational programs with integrated work experience and support services, thereby enabling students and workers to combine school and work and advance over time to better jobs and higher levels of education and training. The ultimate goal is for pathways to provide a seamless system of career exploration, preparation, and skill upgrades linked to academic credits and credentials, available with multiple entry and exit points

spanning middle school, secondary, postsecondary, adult and workplace education.
<http://www.ncwe.org/publications>

Career Pathways are articulated series of rigorous academic and career courses leading to an associate's degree, an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Career pathways include supports and tools aimed at student success, persistence, and completion. Career pathways prepare students to progress to the next level of employment and education over time. Career pathways are developed in partnership with employers and target jobs of importance in local economies. <http://www.workforcestrategy.org>

Perkins Vocational Concentrator – Postsecondary: For federal reporting purposes, a “Perkins concentrator” is a student who has completed more than half of a state-approved professional technical education certificate or degree program. (2003-2004 Perkins Consolidated Annual Report)

Perkins Vocational Concentrator – Secondary: For federal reporting purposes, a “Perkins concentrator” is a student who has accumulated at least two credits in an approved professional technical education program during the four years of high school. In order to obtain this information, Oregon developed a four-year individualized student record/course/program record system. Students who meet the concentrator threshold were extracted to provide the required performance management information. (2003-2004 Perkins Consolidated Annual Report)

Postsecondary Tech Prep Student: A secondary Tech Prep concentrator (defined as a minimum of two Carnegie units) who has matriculated to the postsecondary institution and is enrolled in a two-year certificate, degree, technical diploma or apprenticeship program.

Professional Technical Education (PTE): Currently Oregon uses the term Career and Technical Education in place of PTE. See entry for Career and Technical Education.

Proficiency-based Admissions Standards System (PASS): A set of proficiency requirements for students to be admitted to Oregon’s public universities. Students will need to demonstrate their knowledge and skill in English, mathematics, science, second languages, visual and performing arts, and social science. PASS will be phased in beginning the fall term of 2001. <http://www.pass.ous.edu>

Program: Any organized teaching and learning activity with open enrollment of 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. An activity is not a “program” if it leads to no document other than proof of attendance, which accordingly does not signify or imply measured or measurable academic or vocational learning and does not signify or imply measured or measurable preparation for new job duties, provided that the activity is advertised solely for intrinsic intellectual or recreational value or is advertised explicitly as continuing education for previously qualified workers seeking review or additional knowledge related to their current occupations. (OAR 583-040-0010(3))

Program approval: The process by which local community college boards, the State Board of Education, and the Oregon Student Assistance Commission approve new community college programs, courses, and locations. Program approval is criteria based, focusing on standards of quality. New community college programs or locations must not cause adverse intersegmental impact or detrimental duplication. (CCWD)

Protected class: A group of people protected by law from discrimination on the basis of a shared characteristic, such as race, sex, age, disability or other, or a perception of that characteristic. (OAR 839-005-0003(8))

Publicly funded: 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 [private colleges and universities and private career schools] but subsidized with appropriated public funds received directly for program operation rather than indirectly in the form of student financial aid. (OAR 583-040-0010(7))

Recognition award: An award given to a student by a community college for completion of a course or courses or for attendance and participation in workshops or seminars. Recognition awards may not be called “certificates of completion” and may not be included on the official student transcript. (Source: *2001 Community College Handbook*)

Recreation course: 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. (OAR 589-006-0050(43))

Related instruction: 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, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. (Source: *2003 Accreditation Handbook*)

Related training: Classroom training associated with on-the-job training for apprentices. The local apprenticeship committee establishes the content of the classroom training based on industry standards and requirements. Most apprenticeship programs require approximately 144 hours of related training per year. (Oregon Bureau of Labor & Industries web site: <http://www.boli.state.or.us>)

Secondary Tech-Prep Student: A Perkins Concentrator who has participated in an approved program that meets the tech-prep requirements of 2-years of secondary education connected to two-years of postsecondary education leading to a degree or certificate.

Secondary Vocational Technical Completer: Completer Students who earn a high school diploma or recognized equivalent. (*2003-2004 Perkins Consolidated Annual Report*)

Segment of education: 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 non degree career schools offering instruction in Oregon and licensed under

ORS 345, together with every postsecondary program or location they sponsor. (OAR 583-040-0010(6))

Self-improvement courses: Courses intended primarily for adults and independent of occupational or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. They may be used as prerequisite and elective courses in vocational degree and certificate programs. (2001 Community College Handbook)

Size, scope and quality: **Size:** The services and experiences necessary for program completion are accessible to all students. The program offers sufficient resources (e.g., technology, courses, work-based learning experiences) to enable students to meet the standards that prepare them for their “next steps.” **Scope:** The program offers students multiple opportunities to meet academic, technical, and career-related learning [workplace readiness] standards. The curriculum offers a coherent sequence of student experiences, including the integration of academic and technical content, all aspects of an industry, and connections to “next steps.” **Quality:** Students meet or exceed state academic, technical, and career-related learning or workplace standards. Programs systematically and comprehensively incorporate all elements of the state’s program approval standards. (Oregon State Plan for Vocational and Technical Education, 2000-2004)

Special populations: Individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency. (Perkins Act of 1998)

Stand-alone occupational preparatory courses: Courses designed for individuals seeking to build knowledge and skills for 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. Stand-alone courses must encompass a minimum of 10 lecture hours or 30 laboratory hours. (2001 Community College Handbook)

State approved program: A community college career and technical education program which meets the guidelines outlined in the Community College Handbook 2005 Edition and which has been approved according to the standards of the State Board of Education. (CCWD)

Statewide degree: 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.

Supplementary (support) services: Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. (Perkins Act of 1998)

Tech Prep: An approved coherent sequence of academic and occupational courses within a CTE program that is articulated to a two-year certificate, degree, technical diploma or apprenticeship program at a postsecondary institution.

Vocational Postsecondary Participant (Student): Postsecondary students who take a minimum of 6 credits or more in one year. (2003-2004 Perkins Consolidated Annual Report)

Vocational and technical education: Organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. (*Perkins Act of 1998*)

Vocational Secondary Participant (Student): Students who have accumulated at least one credit of an approved professional technical education program during the four years of high school. (*2003-2004 Perkins Consolidated Annual Report*)

Workforce Investment Act of 1998 (WIA): The statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities. (CCWD)