

<p>Academic Standard of Achievement</p>	<p>Demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard, which is normally noted through an academic transcript record maintained by the college.</p> <p>OAR 589-006-0050 (1) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Accelerated College Credit Programs</p>	<p>“Accelerated college credit programs” includes dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs.</p> <p>Each school district shall:</p> <p>(a) Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to language arts, mathematics and science; or</p> <p>(b) Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to language arts, mathematics, and science.</p> <p>ORS 340.300</p>
<p>Adult Basic Skills (ABS)</p>	<p>Refers to pre-college instruction divisions in Oregon community colleges that provide non-credit course instruction and remediation in Adult Basic Education (ABE) (reading, writing, math), General Education Development (GED), and English as a Second Language (ESL).</p> <p>Learn more: ABS Resources https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx</p>
<p>Adult High School Diploma (AHSD)</p>	<p>The Oregon Adult High School Diploma (AHSD) provides an opportunity for adults to earn a rigorous diploma equivalent to an Oregon high school diploma through community colleges. The AHSD meets all state graduation requirements as provided in Oregon Administrative Rules and enables students to move toward postsecondary education and credentials.</p> <p>Learn more: Adult High School Diploma oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills</p>

Advanced Placement (AP) ©	<p>Copyrighted academic curriculum, materials, and examinations from The College Board.</p> <p>Learn more: Advanced Placement (AP)© http://apcentral.collegeboard.com/home</p>
Alliance for Quality Career Pathways (AQCP)	<p>The Alliance, or AQCP, is a partner-driven, CLASP-led initiative funded by the Joyce Foundation, the James Irvine Foundation, and the Greater Twin Cities United Way. The Alliance’s goal is to help state and local/regional partnerships strengthen their career pathway systems. In 2012, CLASP invited ten leading career pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin—and their local/regional partners to join Phase I of the Alliance (2012-2014). CLASP and the Alliance partners jointly developed and provided consensus support for the Alliance for Quality Career Pathways Framework 1.0, which establishes a common understanding of quality career pathways and systems.</p> <p>Learn more: Alliance or Quality Career Pathways - https://www.clasp.org/alliance-quality-career-pathways</p>
Applied Baccalaureate Degree	<p>Applied baccalaureate degree refers broadly to an applied bachelor’s degree designed to incorporate Associate of Applied Science or Associate of Science courses or degrees with an appropriate complement of additional upper-division academic and technical coursework. Upon satisfactory completion, students are awarded a Bachelor of Applied Science which indicates completion of a course of study approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (2) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
Articulation	<p>Formal alignment of resources, instruction, curriculum, processes, and/or credit between education programs or institutions. Programmatic articulation aligns curriculum based on standards, proficiencies, skill sets, or expectations for student learning (e.g., CTE Alignment and Articulation resources). Institutional articulation refers to interrelationships of curriculum, standards, and policies across levels (e.g. secondary, community college, and higher education) such that community college credit can be awarded to secondary students, and/or higher education credit can be awarded to secondary or community college students for completing that higher institution’s expectations.</p>
Articulation Agreement	<p>An agreement between educational institutions to provide seamless articulation of credits, courses, credentials, certificates, and/or degrees. These agreements may enhance the transition of students from one level or sector to another, potentially shortening the amount of time required to complete a program of study.</p>

<p>ASPIRE Program</p>	<p>Administered by the Office of Student Access and Completion (OSAC), ASPIRE (Access to Student assistance Programs in Reach of Everyone) helps middle school, high school, and community college students access education and training beyond high school. Students receive information about college and career options, admissions, and financial aid from trained and supportive ASPIRE volunteer mentors who work with them throughout the year. Beginning with just four pilot schools in 1998, ASPIRE expanded to 145 sites across Oregon in 2013. ASPIRE serves students by:</p> <ol style="list-style-type: none"> 1. Helping sites build a sustainable community of volunteer mentors 2. Educating students and families about the scholarship application process and other options for paying for postsecondary education 3. Providing mentoring, resources and encouragement to help students access education and training beyond high school. <p>Learn more: ASPIRE program https://www.aspireoregon.org/home</p>
<p>Assessment Based Learning Credit</p>	<p>“Assessment Based Learning Credit” means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-0005 (1)(c) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=254468</p>
<p>Associate Degree</p>	<p>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.</p> <p>OAR 589-006-0050 (3) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Associate of Applied Science (AAS) Degree</p>	<p>"Associate of Applied Science (AAS)" is a state-approved associate degree that prepares graduates for direct entry into the workforce, career advancement, occupational licensure, or further study at the baccalaureate level. New and amended AAS programs are approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (4) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>

<p>Associate of Applied Science Degree Option</p>	<p>“Associate of Applied Science degree option” is a transcribed specialization within a state-approved AAS degree that is intended to prepare graduates for direct entry into the workforce. New and amended AAS option programs are approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (5) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Associate of Arts Oregon Transfer (AAOT) Degree</p>	<p>"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.</p> <p>OAR 589-006-0050 (6) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p> <p>A degree that guarantees that any student who holds a degree that conforms to the guidelines and who transfers to any institution in the Oregon University System will have met the lower-division general education requirements of that institution's baccalaureate degree programs. The AAOT degree was the first statewide degree designed to ease the transfer of students from Oregon community colleges to Oregon University System (OUS) institutions. Course, class standing, or Grade Point Average (GPA) requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts Oregon Transfer degree. Students transferring under this agreement will have junior standing for registration purposes.</p>
<p>Associate of Arts Transfer (AAT) Degree</p>	<p>“Associate of Arts Transfer degree” is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Arts degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Arts Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and will be published on the HECC website.</p> <p>OAR 589-006-0050 (7) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

Associate of General Studies	<p>"Associate of General Studies" is an associate degree that meets individual students' needs using a variety of lower-division collegiate-level courses to meet degree requirements.</p> <p>OAR 589-006-0050 (8) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
Associate of Science	<p>"Associate of Science" is a state-authorized associate degree that is intended to prepare students to transfer into a baccalaureate degree program in areas such as Business, Science, Mathematics or Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution's program.</p> <p>OAR 589-006-0050 (9) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
Associate of Science Oregon Transfer (AAOT) Degree	<p>"Associate of Arts Oregon Transfer (AAOT) degree" is a state-authorized associate degree that prepares students to transfer into upper division courses within a baccalaureate degree program.</p> <p>OAR 589-006-0050 (6) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p> <p>Any student having the Associate of Science Oregon Transfer-Business (ASOT-Business) degree or Associate of Science Oregon Transfer-Computer Science degree (ASOT-CS) recognized on an official college transcript will have met the lower division General Education requirements of baccalaureate degree programs at any institution in the Oregon University System. Students transferring under these agreements will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied by an ASOT degree. Like the AAOT (Associate of Arts Oregon Transfer degree), the intention is to recognize lower division coursework, but in these cases includes coursework taken by students intending to major in business or computer science.</p>

<p>Associate of Science Transfer Degree (AST)</p>	<p>“Associate of Science Transfer Degree” is a lower division major specific undergraduate award issued by a community college that indicates satisfactory completion of a course of study that is intended to prepare students for transfer to a public university in Oregon and have junior standing in a specific Bachelor of Science degree program. The classes, outcomes and completion standards for the major specific Associate Transfer degrees are defined by a statewide memorandum of understanding between participating community colleges and public universities. In majors where junior standing within 90 credits is not possible, students who complete an Associate of Science Transfer degree will have equivalent status to students who started at a public university in the same major. Memoranda of understanding are approved by the Commission and will be published on the HECC website.</p> <p>OAR 589-006-0050 (10) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Bachelor of Applied Science (BAS)</p>	<p>“Bachelor of Applied Science” is a state-approved baccalaureate degree designed to incorporate applied associate courses and degrees with additional upper-division coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills.</p> <p>OAR 589-006-0050 (11) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Block Transfer</p>	<p>An agreement between an Oregon community college and an Oregon university institution to accept a specified set of courses (which may include Career and Technical Education courses) for transfer towards a four-year degree. An example is the Oregon Transfer Module (OTM).</p>
<p>Bridge Programs</p>	<p>At the postsecondary level, programs designed to prepare academically under-prepared and under-served populations to enter credit-based academic courses, often by teaching remedial or basic skills in the context of occupational skills. At the secondary level, bridge programs are education intervention strategies that link instruction between programs or provide services for students to transition from one program to another.</p>
<p>Business and Industry Based Program</p>	<p>An Associate of Applied Science degree or certificate of completion designed for an employer to meet specific occupational and educational needs of their current employees.</p> <p>OAR 589-006-0050 (13) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Career and Technical Education (CTE)</p>	<p>Career and Technical Education (CTE) embraces education, passion, and curiosity to fuel the future for Oregon students. CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers.</p> <p>Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90 percent – 15 percentage points higher than the national average.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. ODE Career and Technical Education (CTE): https://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx 2. HECC Career and Technical Education (CTE):_ https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/career-technical-education.aspx 3. Advance CTE:_ https://careertech.org/CTE
<p>Career and Technical Education (CTE) Regional Coordinators</p>	<p>The network of leaders who help school districts and community colleges develop and maintain their CTE Programs of Study. There are currently 17 regional coordinators. The Regional Coordinators each have unique funding and support scenarios and are usually housed at the regional ESD or at the local community college. They generally are responsible for the development, local approval, state submission, and maintenance of CTE POS in their regions.</p>
<p>Career and Technical Education Courses</p>	<p>"Career Technical Education courses" refers to the collegiate-level courses that are designed to prepare persons for entrance into employment, stability, or advancement in specific occupations or clusters of closely related occupations. Career Technical Education courses may be categorized as occupational preparatory or occupational supplementary courses.</p> <p>OAR 589-006-0050 (15) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Career and Technical Education Oregon Skill Sets</p>	<p>The Oregon Skill Sets are industry-created and industry-validated lists of the knowledge and skills expected of people to be successful in specific careers. These standards create the foundation for Oregon's state-approved Career and Technical Education Programs of Study.</p> <p>Learn more: CTE Oregon Skills Sets https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx</p>
<p>Career and Technical Education Program</p>	<p>"Career Technical Education program" refers to collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a bachelor of applied science which have been approved by the community college board and the Commission or its designee.</p> <p> OAR 589-006-0050 (16) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Career and Technical Education Programs of Study (CTE POS)</p>	<p>An Oregon Career and Technical Education Program of Study is a sequence of courses, aligned to industry standards at the secondary and post-secondary level that integrates technical and career skill proficiencies with academic content. A CTE POS prepares students for the workplace, further education, training, and community roles. Only Oregon approved Programs of Study are eligible to use federal Carl D. Perkins funds, and must use them to help improve student performance.</p> <p>In order to meet the federal definition of High Quality Program of Study, an Oregon state-approved CTE Program of Study must be built around five core elements:</p> <ol style="list-style-type: none"> 1. Standards and Content 2. Alignment and Articulation 3. Accountability and Evaluation 4. Student Support Services 5. CTE Professional Development <p>Each program of study must also meet the needs of students, business, and industry.</p> <p>Learn more: High Quality Programs of Study https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/default.aspx</p>

<p>Career and Technical Education STEM Network</p>	<p>The Career and Technical Education STEM Network is the foundation for CTE system-building in Oregon. The Network includes membership from secondary administrators, CTE Regional Coordinators, community colleges deans, and dual credit coordinators. The Network provides a venue for discussion and professional development to improve CTE instruction and support for Oregon’s CTE students. It has also provided a multi-faceted communication link across the state.</p>
<p>Career Clusters®</p>	<p>The National Career Clusters® Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Career Tech https://careertech.org/career-clusters 2. Oregon Department of Education https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx
<p>Career Connected Learning</p>	<p>Oregon defines the states of career development through a system of Career Connected Learning—a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.</p> <p>The CCL framework encompasses four key stages:</p> <ol style="list-style-type: none"> 1. Career Awareness—learning ABOUT work 2. Career Exploration—learning FOR work 3. Career Preparation—learning THROUGH work 4. Career Training—learning AT work <p>Learn more:</p> <ol style="list-style-type: none"> 1. Career Preparation and Training (WBL) https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Work-Based-Learning.aspx 2. Career Awareness and Exploration https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Career-Awareness-and-Exploration.aspx

<p>Career Information System (CIS)</p>	<p>Oregon CIS is primarily delivered to student and adults through Oregon institutions. CIS has created unique tools to meet the needs of our users. For example, CIS includes specific components to help high school students document the diploma requirements.</p> <p>CIS includes national and Oregon-specific information in 12 encyclopedic components, including financial aid and scholarships, self-employment, occupations, apprenticeships, and postsecondary schools. Our analysts ensure that the occupation and education information contained in CIS is the most up-to-date, accurate, and comprehensive national, state, and local information available. Analysts review and update all information every year and then carefully build links between components, creating a true system of information. CIS is the sole source of comprehensive education information for the state of Oregon.</p> <p>CIS was built to remove barriers so that Oregonians can create accurate and actionable career and education plans.</p> <p>Learn more: Oregon CIS https://oregoncis.uoregon.edu/Portal.aspx</p>
<p>Career Ladder</p>	<p>A set of occupations that are linked together by common or complementary knowledge and skills. These linkages provide workers with opportunities to advance and expand recruitment opportunities for employers.</p>
<p>Career Pathways Certificate of Completion (CPCC)</p>	<p>"Career Pathways Certificate of Completion" is a certificate awarded by a community college for meeting specific technical skill proficiency requirements that meet an employment need. Career Pathways Certificates are a collection 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 at least 45 credits). A Career Pathways Certificate also has a defined job entry point, represents collegiate-level work, and meets Commission standards and criteria.</p> <p>OAR-589-006-0050 (14) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>

<p>Career Pathways Initiative</p>	<p>Launched in 2004 by the Governor’s office and the Department of Community Colleges & Workforce Development (CCWD), recognizing that a wide range of workers enter the workforce in different ways and with different needs, and that Oregon needs more trained workers for middle-skill occupations—jobs that require more than a high school degree, but less than a four-year degree. The goals of the Initiative include:</p> <ol style="list-style-type: none"> 1. To increase the number of Oregonians with certificates, credentials, and degrees in demand occupations supporting Oregon’s 40-40-20 mission: 40% of Oregonians with a postsecondary certificate or associate degree by 2025. 2. To articulate and ease student transitions across the education continuum from high school to community college; from pre-college (ABE/GED/ESL) to credit postsecondary; and from community college to university or employment.
<p>Career Pathways Systems</p>	<p>Fundamentally, a Career Pathways System is about the coordination of people and resources. Within education, this includes aligning our country's K–12 and postsecondary education systems and, in particular, the career and technical education services provided within and across program providers. This section provides information about career pathways generally and strategies to support career and technical education students in acquiring the academic, employability, and technical skills that employers demand.</p> <p>Learn more: Career Pathways Systems https://cte.ed.gov/initiatives/career-pathways-systems</p>
<p>Career Preparation and Training (WBL)</p>	<p>At the federal and state level there is agreement: work-based learning is a critical bridge that connects the classroom to the world of work and helps learners make informed decisions about their educational and career goals. In work-based learning programs, learners can get the experience employers are seeking and gain the skills and credentials they need to enter and succeed in their careers. Work-based learning experiences are beneficial for all students, but can be particularly important to students who have been marginalized by the color of their skin, their native language, their zip code, their identity, or the circumstances of their family. The access to social networks and connections that work-based learning provides to learners has the potential to open doors and opportunities that are not available through classroom education alone.</p> <p>Learn more: Career Preparation and Training (WBL) https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Work-Based-Learning.aspx</p>

<p>Career Related Learning Experiences</p>	<p>Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student’s education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.</p> <p>Communities small and large, rural and urban can support quality career-related learning experiences. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community’s strengths and resources. Beyond the local community, regional opportunities help increase the school’s capacity, and technology offers expanding possibilities worldwide. Career-related learning experiences can take place in a variety of ways and places- in school, the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place.</p> <p>These experiences may include, but are not required to be included, nor are they limited to: field-based investigations; field trips; guest speakers; job shadows; service learning; school-based enterprises; workplace mentoring and workplace simulations.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. CTE – Creating an Internship Program: Resources and Examples_ https://www.oercommons.org/courseware/lesson/84970/overview 2. Community Asset Mapping https://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/community-asset-mapping.pdf 3. Student Leadership Organizations (SLO)_ https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTSOs.aspx
<p>Certificates of Completion</p>	<p>"Certificate of Completion" refers to a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of Completion must have a defined job entry point, represent collegiate-level work, be credit bearing, meet Commission standards and criteria and be approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (17) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

CIP Code	<p>The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.</p> <ol style="list-style-type: none"> 1. CIP codes are part of a national coding system that facilitates the sharing of program information with other agencies, e.g. Employment Department; the codes are not CCWD or ODE defined. 2. CIP taxonomy is used to support the accurate tracking, assessment, and reporting of field of study and student program completion. 3. College staff helps to identify the CIP that best describes the program. <p>Learn more: National Center for Education Statistics (NCES) https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56</p>
Clock or Contact Hours	<p>"Clock or 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.</p> <p>OAR 589-006-0050 (18) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
Co-Enrollment/ Concurrent Enrollment	<p>The practice of attending more than one institution or educational program simultaneously.</p>
College and Career Readiness	<p>College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees. [Adopted by the Oregon Education Investment Board (OEIB). April 8, 2014]</p>
College and Career Readiness Standards (CCRS)	<p>This set of national adult education standards is aligned with the Common Core State Standards. The CCRS are part of Oregon's adult basic skills standards known as the Oregon Adult Education College and Career Readiness Standards (OACCRS).</p> <p>Learn more: https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf</p>

<p>Collegiate-Level Work</p>	<p>"Collegiate-level work" means course and program content that provides skills and knowledge beyond that which is normally gained before or during the secondary level. It is characterized by analysis, synthesis and application by which students demonstrate an integration of skills and critical thinking. It is a term that denotes more than college or university transfer courses. It also includes Career Technical Education and other courses that exceed fundamental basic skills and workplace readiness. Courses must be collegiate-level if used to fulfill a requirement in a bachelor of applied science degree associate degree or option, or certificate of completion program.</p> <p>OAR 589-006-0050 (19) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Common Career Technical Core (CCTC)</p>	<p>The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers. Forty-two states, the District of Columbia and Palau participated in the development stage of the CCTC, which was coordinated by Advance CTE. The development of the CCTC was a multi-step process that incorporated input from approximately 3,500 individuals representing K-12 education, business and industry and higher education from across the nation.</p> <p>Learn more: Advance CTE https://careertech.org/CCTC</p>
<p>Community College</p>	<p>"Community College" means a public institution operated by a community college district for the purposes of providing courses of study generally 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.</p> <p>OAR 589-001-0300 (6)(a) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271496</p>
<p>Community College Career and Technical Education Leaders (CC CTE Leaders)</p>	<p>The Community College Career and Technical Education (CC CTE) Leaders group is comprised of community college CTE deans, associate deans, directors, along with other college/district staff. The mission of the group is to advance and support statewide CTE initiatives, share best practices in assessment and program design, implement Perkins CTE Programs of Study, and develop and sustain local, regional, and statewide partnerships for CTE.</p>

<p>Community College District (District)</p>	<p>"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.</p> <p>OAR 589-001-0300 (7) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271496</p>
<p>Continuing Education Units (CEUs)</p>	<p>"Continuing education units (CEUs)" refers to 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.</p> <p>OAR 589-006-0050 (22) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Cooperative Work Experience (CWE)</p>	<p>"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.</p> <p>OAR 589-007-0100 (17) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=153507</p> <p>A postsecondary program that allows students who are enrolled in CTE programs to combine classroom studies with work-related experiences. Most community college Career & Technical Education programs (including some Career Pathways programs) include CWE credit requirements so students can expand their knowledge of, and experience in, an industry while earning college credit.</p>
<p>Credential</p>	<p>An education- and work-related credential can be defined as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses.</p> <p>Learn more: Association For Career & Technical Education (ACTE) https://www.acteonline.org/wp-content/uploads/2018/02/What is a Credential 71417.pdf</p>

Credit	<p>"Credit" is the means by which a school indicates or certifies 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 for credit by the school.</p> <p> OAR 589-006-0050 (23) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499 </p>
Credit Course	<p>"Credit course" means courses offered by the college for which successful completion applies toward requirements of transfer degrees, associate degrees, bachelor degrees or other Career and Technical Education programs.</p> <p> OAR 589-006-0050 (24) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499 </p>
Credit for Prior Learning (CPL)	<p>The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. HB 4059 defined "prior learning" as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.</p>
Credit for Proficiency	<p>State-approved policy that allows academic credit to be awarded when there is sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance. It may also be referred to at the postsecondary level as Credit for Professional Certification, Credit by Challenge Examination, or the College Level Examination Program (CLEP).</p>
Data for Analysis (D4A)	<p>Oregon Post-Secondary Data for Analysis (D4A) is designed to be both a data collection and reporting system for Oregon Community Colleges. This is the successor to the Oregon Community College Unified Reporting System (OCCURS). Oregon community colleges report data to the state for mandatory state and federal accountability reports associated with areas such as Career and Technical Education (Perkins), Title II (U.S. Department of Labor), and Oregon Community College Achievement Compacts (OEIB).</p> <p>Learn more: Office of Research and Data https://www.oregon.gov/highered/about/Pages/office-research-data.aspx </p>

Degree	<p>"Degree" means 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 doctorate and forms or abbreviations thereof that may generally be taken to signify:</p> <p>(a) Completion of a program 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.</p> <p>OAR 589-006-0050 (25) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
Degree Partnership Program	<p>Oregon University System (OUS) and Oregon's community colleges frequently partner to enable students to be formally enrolled in both institutions at the same time as a way to facilitate their educational goals. These agreements are commonly referred to as "degree partnerships", "dual enrollment", or "co-admission" programs. Enrolling in one of these programs enables a student to take courses at both an OUS campus and a community college during the same term, giving students additional options and opportunities to align their academic work.</p>
Deleted Program	<p>"Deleted program" refers to the permanent elimination of a program previously approved by a community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (26) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
Direct Control	<p>"Direct control" means the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through management and supervision by faculty and institutional administrators.</p> <p>OAR 589-006-0050 (28) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

Dual Credit	<p>"Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-005 (1)(a) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=254468</p>
Dual Credit, Sponsored	<p>"Sponsored Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-0005 (1)(b) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=254468</p>
Dual Enrollment (Postsecondary Programs)	<p>Programs which encourage students to move freely between postsecondary institutions through coordinated enrollment services. Dual admission programs offer eligible students the benefit of joint admission to both institutions. Students may choose to enroll concurrently by completing traditional, separate procedures at each school.</p>
Education Plan & Profile	<p>An Education Plan is the process in which high school students identify personal, academic, and career goals along with their plans for meeting these goals. The Profile is a record of student achievement and progress toward goals. These are some of the personal learning requirements for the Oregon high school diploma.</p>
Employer Advisory Committees	<p>A group of employer representatives who advise community college and/or high school Career and Technical Education (CTE) programs on skill requirements, curriculum, equipment purchases, employment, and work-based learning opportunities.</p>
Employment Skills Training Certificate (EST)	<p>A credential (12-44 credits) offered through Oregon community colleges that provide flexibility for students who are seeking specific training for an occupational goal and job-entry preparation. Each pre-approved plan targets a specific occupational goal and job entry point in existing degree and certificate Career and Technical Education programs.</p>

<p>English as a Second Language (ESL)/ English for Non-Native Learners (ENNL)/ English Speakers of Other Languages (ESOL)</p>	<p>Various titles for students who are learning English in Oregon schools.</p>
<p>Essential Skills</p>	<p>Oregon's Essential Skills include: 1) read and comprehend a variety of text, 2) apply mathematics in a variety of settings, 3) write clearly and accurately, 4) listen actively and speak clearly, 5) think critically and analytically, 6) use technology to learn, live and work, 7) demonstrate civic and community engagement, 8) demonstrate global literacy, and 9) demonstrate personal management and teamwork skills.</p>

Expanded Options Program (EOP)

The Expanded Options Program was created to provide continuing education for students who have utilized all options of course opportunities provided by their local school. In partnership with their local post-secondary providers and the school district, students can have access to college level courses in order to further their educational experience.

The Legislative Assembly declares that the purposes of Expanded Options is to:

1. Create a seamless education system for students enrolled in grades 11 and 12 to:
 - a. Have additional options to continue or complete their education;
 - b. Earn concurrent high school and college credits; and
 - c. Gain early entry into post-secondary education.
2. Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources.
3. Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.
4. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.
5. Increase the number of at-risk students earning college credits or preparing to enroll in post-secondary institutions.

Learn more:

Expanded Options Program

<https://www.oregon.gov/ode/educator-resources/standards/acceleratedlearning/pages/expanded-options-program.aspx>

<p>Full-Time Equivalent (FTE) Guidelines</p>	<p>"Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (8) 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.</p> <p>OAR 589-001-0300 (8) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271496</p> <p>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.</p> <p>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 further to define areas, which were found to be too broad for effective use.</p> <p>In fall of 2006, the FTE Guidelines Committee was reinstated to accomplish two tasks: 1. In the short-term, clarify the overall principles and specific guidelines pertaining to dual credit/tech prep and apprenticeship; 2. In the longer-term, review and revise the complete FTE Guidelines manual and audit procedures.</p> <p>Learn more: FTE Guidelines https://www.oregon.gov/highered/institutions-programs/ccwd/SiteAssets/Pages/community-college-program-approval/FTE%20Guidelines%20Spring%202019.pdf</p>
<p>Full-Time Equivalent (FTE) Student</p>	<p>Educational institutions publish employment outcome data for each program of study so that prospective students can better evaluate the return on investment. Data must be published on the school website, and it must include the titles of occupations related to the program of study. There are legal challenges to this federal rule, primarily from the proprietary and career school sectors, underway as of 2013.</p>

<p>GED® test credential</p>	<p>A high school equivalency certificate is earned by passing the 2014 GED test series, which is aligned to the Common Core State Standards (CCS) and the Career and College Ready Standards (CCR). The 2014 GED test series is offered in English and in Spanish covering four academic areas: Reasoning through Language Arts, Social Studies, Science, and Mathematical Reasoning. Oregon community colleges and various sites across Oregon offer classes to help GED® test candidates prepare for the 2014 GED® test series. GED® tests can be administered through a certified Pearson VUE test center or through the Pearson VUE Online Proctored test delivery system (“OnVUE”).</p> <p style="text-align: center;">OAR 589-007-0400 https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=153534</p>
<p>General Education</p>	<p>An essential collegiate-level component of associate and baccalaureate degree programs which is designed to foster independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge.</p> <p style="text-align: center;">OAR 589-006-0050 (29) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Higher Education Coordinating Commission (HECC)</p>	<p>The Higher Education Coordinating Commission (HECC) is a 14-member, volunteer board dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma. The HECC is responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy. Its statutory authorities include the development of biennial budget recommendations, making funding allocations to community colleges and public universities, approving new academic programs in the public system, allocating Oregon Opportunity Grants (state need- based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, and licensing private career and trade schools.</p> <p>Learn more: Higher Education Coordinating Commission https://www.oregon.gov/HigherEd/Pages/index.aspx</p>
<p>Hobby Course</p>	<p>"Hobby course" means any directed activity engaged in by individuals as an avocation resulting in a collection of objects or in the production of works.</p> <p style="text-align: center;">OAR 589-006-0050 (30) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Industry Clusters</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Suppliers of specialized inputs, machinery, services Distribution channels and customers 2. Manufacturers of complementary products 3. Companies related by skills, technologies or common inputs 4. Related institutions such as research organizations, universities, standard-setting organizations, training entities, and others 5. Industry-Recognized Credentials.
<p>Industry Sectors</p>	<p>A term used by quantitative economic analysts to define and organize industries based on data organized according to the Standard Industrial Classification (SIC) codes or North American Industry Classification System (NAICS) classification schemes. Sector information is used to develop Industry Cluster strategies. NOTE: Sectors are not clusters; one component of clusters includes sectors.</p>
<p>International Baccalaureate Programme®</p>	<p>The program establishes a common curriculum that emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view. The International Baccalaureate Organization's Diploma Programme was created in 1968. It is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.</p> <p>Learn more: International Baccalaureate http://www.ibo.org</p>
<p>Intersegmental</p>	<p>Across segments of education. See Segment of Education.</p> <p>OAR 589-006-0050 (31) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Laboratory (Lab)</p>	<p>An instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.</p> <p>OAR 589-006-0050 (32) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Lecture</p>	<p>An instructional setting in which the instructor presents academic subject information.</p> <p>OAR 589-006-0050 (33) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Lecture or Laboratory (Lecture or Lab)</p>	<p>An instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success.</p> <p>OAR 589-006-0050 (34) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Less Than One Year Certificate (LTOY)</p>	<p>An Oregon community college Certificate of Completion is a form of recognition awarded for meeting minimum occupational course, curriculum, or proficiency requirements; the credit range is 12 to 44 in an occupational area (e.g. Welding, Forestry, Graphic Art). LTOYs can be stand-alone certificates or include courses from one or more associate degree programs.</p>
<p>Local Community College Program Approval</p>	<p>The approval by the local community college board of education or its designee, indicating that a program has met or exceeded local community college program standards and processes prior to being submitted to the Commission or its designee for review.</p> <p>OAR 589-006-0050 (35) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Lower Division Collegiate (LDC)</p>	<p>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.</p> <p>OAR 589-006-0050 (36) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Modularized /“Chunked” Curriculum</p>	<p>A method of structuring and sequencing curricula within a community college to create modules, or “chunks” tied to jobs with multiple entry and exit points and multiple levels of industry-recognized credentials built into the sequencing.</p>
<p>National Career Pathways Network (NCPN)</p>	<p>A membership organization dedicated to strengthening the education-to-careers pipeline through Career pathways, Adult Career Pathways, career and technical education (CTE), and workforce development initiatives.</p> <p>Learn more: National Career Pathways Network https://www.ncpn.info/</p>

<p>National Career Readiness Certificate (NCRC)</p>	<p>The ACT® NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates, whether they come directly from high school, work-based learning programs, or through postsecondary paths, because it is a valid predictor of job performance.</p> <p>Learn more: National Career Readiness Certificate https://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html</p>
<p>National Council for Workforce Education (NCWE)</p>	<p>As a workforce-focused, nonprofit organization committed to equity and inclusion, the National Council for Workforce Education leads members with innovative ideas and bold actions to drive economic advancement for all. Through partnerships with business and industry, and national leaders, NCWE transforms workforce education programs to ensure student success and meet local labor market needs.</p> <p>Learn more: National Council for Workforce Education https://www.ncwe.org/default.aspx</p>
<p>New Location of an Approved Program</p>	<p>A facility where students collectively may receive instruction in the program face-to-face or through technology, in a community not previously so served, including a non-Oregon location within 50 miles of where a comparable program is located in Oregon.</p> <p>OAR 589-006-0050 (37) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>New Program</p>	<p>Any program not previously approved by the Commission or by their predecessor review authorities, regardless of whether it comprises new instructional components or the reassembled components of existing programs.</p> <p>OAR 589-006-0050 (38) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Non-Credit Course</p>	<p>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.</p> <p>OAR 589-006-0050 (39) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Noncredit Training Certificate (NCTC)</p>	<p>A certificate that is made up of either a single noncredit course or a group of noncredit courses. The NCTC must be between 18 and 210 hours in length and requires at least one assessment of measurable outcomes or mastery of learning or knowledge. The NCTC must also be transcribed.</p> <p>OAR 589-006-0050 (40) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Occupational Preparatory Program</p>	<p>A state-approved Career Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>OAR 589-006-0050 (41) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Occupational Skills Training Certificate (OST)</p>	<p>An Oregon community college credential that combines college credit and work-based training. Instruction is based on a personalized curriculum created by the skills training coordinator, worksite supervisor, and student.</p>
<p>Occupational Supplementary Program</p>	<p>A Career Technical Education program designed for individuals who have already entered an occupation, to improve their occupational skills and knowledge occupational skills and knowledge in order to achieve employment stability or advancement. The program is approved by the community college board and the Commission or its designee.</p> <p>OAR 589-006-0050 (42) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=27149</p>
<p>Oregon Adult College and Career Readiness Standards (OACCRS)</p>	<p>OACCRS have been adopted by Oregon Adult Basic Skills programs as recommended by the Oregon Council of Adult Basic Skills Directors and approved by CCWD. The OACCRS are the national College and Career Readiness Standards with key elements from the former Oregon Adult Learning Standards.</p> <p>Learn more: OACCRS http://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx</p>

<p>Oregon Community College Unified Reporting System (OCCURS)</p>	<p>A collaboratively designed and maintained base of data relating to the 17 Oregon community colleges. The purpose of OCCURS was to collaboratively define and implement a standardized base of data. Data for Accountability (D4A) is currently the tracking system for Oregon colleges.</p>
<p>Oregon Labor Market Information System (OLMIS)</p>	<p>The official market analysis system for the State of Oregon which provides economic information to employers, job seekers, students, policy makers, analysts, and others. It is designed to give users access to the Employment Department's information resources, free of limitations due to time or location.</p> <p>Learn more: Quality Info www.qualityinfo.org</p>
<p>Oregon Pathways Alliance</p>	<p>Statewide collaboration of representatives from Oregon's 17 community colleges focused on building capacity and institutionalizing Career Pathways at the community college in partnership with education, workforce, and regional employer partners.</p>
<p>Oregon Skill Sets</p>	<p>Oregon's version of the National Career Clusters® skill sets, now known as the Common Career Technical Core (CCTC). This extensive framework provides industry specific lists of career related knowledge and skills that students need to know and be able to do in order to be successful in Oregon's educational and career environments. These include academic, technical and workplace skills. The six Career Learning Areas that frame the Oregon Skill Sets are:</p> <ol style="list-style-type: none"> 1. Agriculture, Food, and Natural Resource Systems 2. Arts, Information, and Communications 3. Business and Management 4. Health Sciences 5. Human Resources 6. Industrial and Engineering Systems See also Career Clusters®. <p>Learn more: Career Technical Education Skill Sets https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Oregon-Skill-Sets.aspx</p>
<p>Oregon Transfer Module (OTM)</p>	<p>The 45-credit Oregon Transfer Module (OTM) provides a subset of general education courses which all “count” as a transferable block toward university requirements. It serves as a portable and stackable credential for community college students pursuing an Associate degree, and can provide an early start on a college degree for high school students.</p> <p>Learn more: OTM https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx</p>

<p>Oregon's 40-40-20 Mission</p>	<p>As a result of SB 253 passed in 2011, ORS 351.009 reads as follows: “The Legislative Assembly declares that the mission of all education beyond high school in Oregon includes achievement of the following by 2025:</p> <ol style="list-style-type: none"> 1. Ensure that at least 40 percent of adult Oregonians have earned a bachelor’s degree or higher; Ensure that at least 40 percent of adult Oregonians have earned an Associate degree or post- secondary credential as their highest level of educational attainment; 2. Ensure that the remaining 20 percent or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment.” <p>Learn more: Educational Attainments https://www.oregon.gov/highered/research/Pages/educational-attainment.aspx</p>
<p>Other Education Courses</p>	<p>"Other education courses" refers to general self-improvement courses intended primarily for adults. These courses include but are not limited to adult basic education (ABE), general educational development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories. These course are independent of Career Technical Education or lower division curricula and are not intended for programs that may lead toward a baccalaureate degree. However, these courses may be used as prerequisite and elective courses in Career Technical Education degree and certificate programs.</p> <p>OAR 589-006-0050 (44) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Perkins Performance Measures</p>	<p>Defined by Carl D. Perkins federal legislation, local and state reported secondary and postsecondary measures identifying academic and technical skill levels that are to be attained by students in Perkins funded CTE Programs of Study.</p>

<p>Perkins V</p>	<p>The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.</p> <p>Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. As States and local communities embark on the development of new plans for CTE, the Department hopes that the videos, resources, links, and media found below and throughout this Website can be useful tools for States and local recipients in "rethinking CTE" and arriving at bold goals under the newly-authorized Perkins V statute.</p> <p>Learn more:</p> <ol style="list-style-type: none"> 1. Perkins Collaborative Resource Network https://cte.ed.gov/legislation/perkins-v 2. Oregon CTE State Plan https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/Oregon-CTE-State-Plan.aspx
<p>Point of Contact (POC)</p>	<p>The identified staff at each Oregon community college who serve as a liaison between the college and the Office of Community Colleges and Workforce Development regarding curriculum and program approval.</p>
<p>Program</p>	<p>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.</p> <p>OAR 589-006-0050 (45) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Program Amendment</p>	<p>A change in a state-approved program submitted to the Commission or its designee by a college to receive approval to revise the program. Revisions include minor changes in curriculum content, courses, program outcomes or titles.</p> <p>OAR 589-006-0050 (46) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Program Approval</p>	<p>The process by which the local community college Board of Education and the Commission determine that a program has met the applicable program standards and requirements of the board and Commission or its designee.</p> <p>OAR 589-006-0050 (47) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Program of Study Templates (POSTs)</p>	<p>Online visual graphics that display CTE Programs of Study from 9th through 12th grade (secondary) aligned (and often articulated for credit) to community college certificates and degrees.</p>
<p>Publicly Funded</p>	<p>"Publicly funded" means 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 & Science 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.</p> <p>OAR 589-006-0050 (48) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Recognition Award</p>	<p>"Recognition award" means 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.</p> <p>OAR 589-006-0050 (49) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Recreational Course</p>	<p>"Recreational course" means 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.</p> <p>OAR 589-006-0050 (50) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Regional Achievement Compacts</p>	<p>An annual partnership agreement between the state, represented by the Oregon Education Investment Board (OEIB) and all K-12 school districts, education service districts, community colleges, the university system and Oregon Health and Science University. Defines key measurements and sets goals for student progress. Allows comparisons between schools and sets key outcomes and measures of student progress. As of January 2013 these measurements include:</p> <p>1 and 5-year cohort graduation rates 2 year completion rate (All diplomas, GED) Post-secondary enrollment 33rd grade reading and math proficiency as measured by OAKS 6th grade attendance (90% or better)</p> <p>9th grade on track (entering 10th grade with 6 credits and 90% attendance) Students graduating from high school with 9 or more college credits (or equivalent)</p> <p>Required component of Oregon's application for a No Child Left Behind (NCLB) waiver. The NCLB contains strict accountability goals and sanctions which provided little flexibility to individual state circumstances.</p> <p>The achievement compacts replace the NCLB targets with goals set by each individual institution and approved by the OEIB.</p>
<p>Registered Apprenticeship</p>	<p>Registered apprenticeship is a unique, flexible training model that combines structured on-the-job learning experiences with related classroom instruction to train individuals to a high industry-recognized standard. Additional core elements of registered apprenticeship include: Industry and individual employers design and control apprenticeship programs, and pay apprentices' wages Programs must be registered at either the federal or state level and include a minimum of 2,000 hours of structured and supervised on-the-job training with mentoring in addition to 144 hours of related classroom instruction per year Registered apprenticeships adhere to rigorous program standards.</p> <p>Learn more: Oregon Registered Apprenticeship https://oregonapprenticeship.org/</p>
<p>Reimbursable Full-Time Equivalent Student (RFTE)</p>	<p>"Reimbursable Full-Time Equivalent (RFTE) Student" means a student defined by section (8) 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.</p> <p>OAR 589-001-300 (9) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271496</p>

<p>Related Instruction</p>	<p>"Related instruction" is relevant to 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. Related instruction refers to a recognizable body of instruction in program-related areas of communication, computation and 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.</p> <p>OAR 589-006-0050 (51) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>
<p>Science, Technology, Engineering, and Math (STEM)</p>	<p>An approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.</p> <p>Learn more: Oregon Department of Education STEM Website https://www.oregon.gov/ode/educator-resources/standards/STEM/Pages/default.aspx</p>
<p>Segment of Education</p>	<p>Refers to any one of the following:</p> <ul style="list-style-type: none"> (a) Oregon community colleges, community college districts, or service districts, together with every other postsecondary program or location ultimately sponsored by the Commission; (b) Oregon institutions of higher education and related organizational units, together with every other postsecondary program or location ultimately sponsored by the Commission; (c) The Oregon Health & Science 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. <p>OAR 589-006-0050 (52) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271499</p>

<p>Sponsored Dual Credit</p>	<p>“Sponsored Dual Credit” means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.</p> <p>OAR 715-017-0005 (2) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=254468</p>
<p>Stand-Alone Occupational Preparatory Courses</p>	<p>"Occupational preparatory program" means a state-approved Career Technical Education program which is designed to prepare persons for employment in a specified occupation or cluster of closely related occupations. The program is approved by the community college board and the Commission or its designee. In contrast, "stand-alone occupational preparatory courses" refers to courses not included in one or more of a community college's existing approved programs.</p> <p>OAR 589-006-0050 (41) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>State School Fund</p>	<p>A fund established by the legislature and funded biennially with a combination of General Fund, lottery, and timber revenue. It was established for the purpose of state support for both K-12 school districts and Education Service Districts (ESDs). This is the pool of money from which school districts receive their per student funding, based on ADMw.</p>
<p>State-Approved Program</p>	<p>"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 the Commission.</p> <p>OAR 589-006-0050 (54) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>
<p>Statewide or Regional Consortium Program</p>	<p>"Statewide or regional consortium program" means an associate of applied science 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.</p> <p>OAR 589-006-00550 (53) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRs n=271499</p>

<p>Temporary Assistance for Needy Families (TANF)</p>	<p>TANF provides cash benefits to low-income families with children. These benefits help meet a family's basic needs like food, clothing, rent and utilities while they work toward self-sufficiency.</p> <p>Learn more: TANF https://www.oregon.gov/dhs/assistance/CASH/Pages/apply-tanf.aspx</p>
<p>Term Hour</p>	<p>A 50-minute period of course work a week per student for approximately one-third of a school year.</p> <p>OAR 589-001-300 (10) https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=271496</p>
<p>Workforce Innovation Opportunity Act (WIOA)</p>	<p>The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act with a wide bipartisan majority; it is the first legislative reform of the public workforce system since 1998.</p> <p>Learn more: WIOA https://www.dol.gov/agencies/eta/wioa and https://sites.ed.gov/octae/category/wioa</p>
<p>WorkSource Oregon Centers</p>	<p>Also known as One-Stop Career Centers. A statewide network that stimulates job growth by connecting businesses and workers with the resources they need to succeed. It is a network of public and private partners working together for businesses and workers to:</p> <ol style="list-style-type: none"> 1. Ensure businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry; 2. Connect businesses with the resources they need to grow their workforce and their business; Provide the resources to help Oregon's unemployed and underemployed get connected with the employers that are right for them, find the jobs they're looking for, and get trained for jobs they want. <p>Learn more: WorkSource Oregon https://worksourceoregon.org/</p>
<p>Wrap-Around Services</p>	<p>Support services for students that are designed to ensure success in secondary and postsecondary educational programs. These may include but are not limited to: outreach and recruitment; referrals between programs; career development, including career assessment, advising and counseling; case management; mentoring; coaching and tutoring; conveniently scheduled, accelerated and appropriately sequenced classes; childcare; federal and state need-based financial aid; job search skills training; and job placement assistance.</p>