



## PATHWAYS DEFINITIONS

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### CAREER PATHWAYS (WIOA)

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that:

- a) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- c) includes counseling to support an individual in achieving the individual’s education and career goals;
- d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- g) helps an individual enter or advance within a specific occupation or occupational cluster.<sup>1</sup>

### CAREER PATHWAYS (K-12)

The Secondary Career Pathways Funding was established by the Oregon Legislature through HB 3072. This is a first attempt at a sustained funding source for Career and Technical Education (CTE). It is intended that the funds allocated through this program will incentivize intensive CTE Programs of Study that lead to high wage and high demand occupations.<sup>2</sup>

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<sup>1</sup> Source: Workforce Innovation and Opportunity Act

<sup>2</sup> Source: <http://www.ode.state.or.us/search/page/?id=5415>

## **COMMUNITY COLLEGE CAREER PATHWAYS INITIATIVE**

Career Pathways is a student-centered, demand-driven innovation community colleges have launched to proactively adapt to the dynamically changing needs of students and employers. Career Pathways focus on easing the transitions for all students across the educational continuum. Oregon's community colleges are developing programs that realign curriculum, provide alternative delivery methods as well as flexibility for Oregonians to gain skills and advance in the labor market more quickly to address employer and student needs.<sup>3</sup>

## **GUIDED PATHWAYS**

The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The guided pathways model is built upon three important design principles. First, colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process). Second, a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level.<sup>4</sup>

## **PROGRAMS OF STUDY (POS)**

Designed by secondary and postsecondary partners to be non-duplicative. POS emphasize technical, academic and career knowledge and skills (employability/soft skills) acquired through a sequence of secondary and postsecondary instruction.<sup>5</sup>

## **CAREER PATHWAYS CERTIFICATES OF COMPLETION**

Short-term certificates (12-44 credits) that can be completed in 2-4 terms and can be "stacked" to an associate degree.<sup>6</sup>

## **ACCELERATED LEARNING**

Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university

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<sup>3</sup> Source: HECC Office of Community Colleges and Workforce Development

<sup>4</sup> Source: <https://www.linnbenton.edu/faculty-and-staff/continuous-improvement/guided-pathways>

<sup>5</sup> Source: <http://www.ode.state.or.us/search/page/?id=1652>

<sup>6</sup> Source: Oregon Community College Handbook

independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.<sup>7</sup>

## **Dual Credit**

As defined by the Higher Education Coordinating Commission Accelerated Learning Standards, refers to a course that is:

- a) Offered as part of the high school program;
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

## **Sponsored Dual Credit**

As defined by the Higher Education Coordinating Commission Accelerated Learning Standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

## **Assessment-Based Learning Credit**

As defined by the Higher Education Coordinating Commission Accelerated Learning Standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified as such on student transcripts.

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<sup>7</sup> Source: Oregon Higher Education Coordinating Commission Accelerated Learning Standards