Career and Technical Education
Program of Study Application
2018 Version
(Full Application)

Directions—please enter information into ALL the fields in this application. If you have technical problems with this application, contact Ron Dodge POS.Application@state.or.us.
(For detailed information on how to complete this application consult the Guide to Using the Oregon CTE Program of Study Application 2018.) DEADLINE for submission: June 29, 2018; (Early Bird: April 30, 2018)

CTE POS—Title: Multimedia/Applied Arts
Career Area: Arts, Information Communication–AIC
Cluster Area (& appropriate secondary CTE licensure): AIC–Info Communication Tech (ICT)
Focus Area (if applicable): Design and Visual Communications, general
Secondary CIP Code: (Link to CIP website) 50.0401 (6 digit)
Community College CIP Code: (Link to CIP website) 50.0401 (6 digit)

Secondary School Name: Banks High School
Secondary School ID Number: (Link to ID lookup) 1124

Secondary Teacher Name  Email Current CTE License
Kristina Passadore (Lead Teacher) kristinap@banks.k12.or.us AIC–Visual, Performing Media Arts

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.

Primary Oregon Community College Name: Portland Community College
(Contact POS.Application@state.or.us to add multiple colleges)
College Point of Contact: PCC Sally Earl sally.earll@pcc.edu
Community College CTE Program Title(s):
Community College Award: Select College Program Award (highest available)

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)
https://drive.google.com/file/d/1ogXNREWXp1VfzR7RkB0nME SiJEAHfRIW/view?usp=sharing

Regional Coordinator/Contact: 2A–Beth Molenkamp elizabeth.molenkamp@pcc.edu

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator; Email application and addenda to this mailbox– POS.Application@state.or.us, or follow an alternative process described in Step 8 of the Submission Process on the last page of this application.

DEADLINE for submission: June 29, 2018
## CTE POS Course Lists—Secondary

### Directions:

1. Please list below the CTE Program of Study Secondary Courses in which the instructor will:
   - Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
   - Assess and record student achievement of those standards
2. Mark as “TSA” those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

*Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required*

### Secondary Core CTE Courses

*Please be complete; this information will be entered into the CTE Program Update database and all fields are required*

<table>
<thead>
<tr>
<th>TSA* Required</th>
<th>School Course #</th>
<th>Secondary Course Name</th>
<th># of Credits</th>
<th>5-digit NCES Code</th>
<th>Course Description (brief)</th>
<th>Articulating College (if applicable)</th>
<th>College Course #</th>
<th>College Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select College</td>
<td>50169</td>
<td>Basic Design 1: 2D Design &amp; Illustration</td>
<td>.5</td>
<td>05169</td>
<td>This is a one semester course where students explore 2D design issues and specialized illustration techniques used by designers and illustrators in the graphics and comic book industry. Students will learn to create vector drawings and illustrations through the use of multiple techniques and technology. Projects will focus on 2D designs, motifs, basic illustrations, and character design. In addition, students will focus on developing a more advanced working knowledge of the elements (line, shape, form, value, color, texture) and principles (unity/harmony, variety, emphasis/dominance, balance, rhythm/movement, pattern/grouping, proportion, composition, harmony, pattern, rhythm) of design to describe and critique artwork. Students will also be introduced to career opportunities in the art and design industry.</td>
<td>Select College</td>
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<tr>
<td>Select College</td>
<td>50169</td>
<td>Basic Design 2: Adv. Illust. &amp; 2D Animation</td>
<td>.5</td>
<td>05169</td>
<td>This is a one semester course where students continue to build on their design and illustration skills at an inter-mediate level; includes further</td>
<td>Select College</td>
<td></td>
<td></td>
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</tbody>
</table>
exploration of the elements and principles of design through technology. Emphasis will be placed on color theory, relationship and organization of shapes, advanced illustration techniques, and basic 2D animation. Although the focus of this course is creation, it also includes the study of art movements, artistic styles, and the discussion and exploration of career opportunities in the art world and the impact art has on individuals and our communities.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>05169</td>
<td>Design Studio: Basic Design</td>
<td>.5</td>
<td>This is a one semester studio-based hands-on course that investigates the basic technical, aesthetic, and conceptual aspects of design through the creation of a series of work around a common theme. This course will specifically address how to form and evolve ideas through the use of images as well as to communicate them clearly and effectively with clients, art directors, or in meetings. Students will focus on a specific concentration area (such as film, graphics, illustration, design, etc.) while developing basic ideation skills; how to see, think, and respond through observing, experiencing, and designing to solve a variety of visual problems. The course seeks to expand each student’s visual vocabulary, aesthetic consciousness, and creative thought.</td>
</tr>
<tr>
<td>05162</td>
<td>Graphic Design 1: Applications and Design Concepts</td>
<td>.5</td>
<td>A one semester dual credit course focusing on the fundamentals of graphics design and the development of brand identity systems and marketing materials. Students will develop skills to create, edit and optimize graphic images for use in multimedia. Projects will include print, digital, and interactive media elements such as photo imaging, logo development, advertisements, web</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
<td>Course Description</td>
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<tr>
<td>05163</td>
<td>Graphic Design 2: Production &amp; Marketing</td>
<td>.5</td>
<td>This is a one-term dual credit course that is repeatable. This course provides the opportunity to work on real projects and obtain genuine career related learning experiences (CRLE) in the field of graphic design by applying creative expression and design principles to identify systems, brochures, clothing designs, advertisements, and other various commercial art products. Students will learn aspects of marketing, production, and management as they relate to the field of graphic design. This course offers practical experiences in generating original ideas and focuses on how designers visually communicate by combining typography, imagery, and illustrations in artful ways to create multiple compositions that inform, educate, motivate, entertain and persuade people's choices.</td>
</tr>
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</table>
| 05163       | Design Studio: Graphic Design  | .5      | This is a one semester studio-based hands-on course that investigates the basic technical, aesthetic, and conceptual aspects of design through the creation of a series of work around a common theme. This course will specifically address how to form and evolve ideas through the use of images as well as to communicate them clearly and effectively with clients, art directors, or in meetings. Students will focus on a specific concentration area (such as film, graphics, illustration, design, etc.)
while developing basic ideation skills; how to see, think, and respond through observing, experiencing, and designing to solve a variety of visual problems. The course seeks to expand each student’s visual vocabulary, aesthetic consciousness, and creative thought.

| 11051 | Film & Video 1: Editing & Production | .5 | 11051 | This is a one semester dual credit course that introduces digital video production, with a focus on the fundamentals of project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. Includes pre-production issues, production terminology, and evaluation of industry etiquette. Students will shoot videos and edit footage using industry standard applications, primarily Adobe Premiere Pro. Whether it is learning the basics of video or moving on to more advanced techniques like creating realistic cinematic visual effects, students will discover new ways to view and approach their environment. Students will be introduced to a world with limitless creative options by both imitating and challenging reality. | Portland Community College | MM260 | Video Production I |

| 11051 | Film & Video 2: Compositing & Effects | .5 | 11051 | This is a one semester course where students continue video production at an intermediate level; includes digital camera, lighting, audio, and pre-production techniques. Students will also learn to create cinematic effects, green screen applications, motion/infographics graphics, and more in depth understanding of editing and production workflows, including an overview of industry crew positions. | Select College |

| 11051 | Design Studio: Film & Video | .5 | 11051 | This is a one semester studio-based hands-on course that investigates the basic technical, aesthetic, and Select College |
### Media Arts 1: Intro. to 2D Drafting & 3D Modeling

**21107**

This is a one semester course where students explore 2D and 3D drafting and modeling. Students gain experience in generating technical drawings to illustrate and communicate design concepts through the use of various industry standard software. Students will focus on programs such as SketchUp and AutoCAD to create 2D layouts and 3D designs (simulation, tooling, visualization and documentation). Students will learn to create design files that may be exported to print to a plotter, CNC, and 3D printer.

### Design Studio: Media Arts

**21107**

This is a one semester studio-based hands-on course that investigates the basic technical, aesthetic, and conceptual aspects of design through the creation of a series of work around a common theme. This course will specifically address how to form and evolve ideas through the use of images as well as to communicate them clearly and effectively with clients, art directors, or in meetings. Students will focus on a specific concentration area (such as film, graphics, illustration, design, etc.) while developing basic ideation skills; how to see, think, and respond through observing, experiencing, and designing to solve a variety of visual problems. The course seeks to expand each student’s visual vocabulary, aesthetic consciousness, and creative thought.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>05197</td>
<td>Design Seminar</td>
<td>.5</td>
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<td>This is a one semester course focusing on creating designs, composing a portfolio, creating a resume, and learning additional professional practices relevant to emerging designers’ careers. Students will also be exposed to design resources and community, gain exposure and representation for artwork, creating publicity, basic marketing and exhibition strategies, presenting and installing art work, business concerns, and art market dynamics.</td>
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<tr>
<td>ART197</td>
<td>Artist's Skills/Practical Issues</td>
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<td>Portland Community College</td>
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*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student
### CTE POS Course Lists—Post-Secondary

**Post-secondary Core CTE Courses:**
- Enter the name of the college program that is the postsecondary component of this POS
- Select the highest level of this component offered by the college
- List only the courses included in the Course/Skill Set crosswalk matrix

<table>
<thead>
<tr>
<th>Name of Certificate or Degree Program</th>
<th>Enter name of college program</th>
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<tbody>
<tr>
<td>Highest award available in Program:</td>
<td>Select certificate or degree</td>
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<tr>
<th>College Course #</th>
<th>Post-Secondary Course Name</th>
<th>Number of Credits</th>
<th>Accelerated College Credit/College Now?</th>
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### Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at [Skill Set Matrices Page](#) (or use one you’ve created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.
- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the [Oregon Skill Sets](#) website, please identify its origin and how it was industry validated.

- [Secondary: check this box to indicate secondary course-to-skills crosswalk is complete and attached](#)
- [Post-secondary: check this box to indicate post-secondary course-to-skills crosswalk is complete and attached](#)
GENERAL DIRECTIONS FOR COMPLETING THE ELEMENTS SECTIONS:

- In the first part of each Element section, click on each checkbox for criteria that applies to your Program of Study.
- For those criteria that don’t apply at this time, explain in the Comments box at the end of the section why those criteria are not met and how you will address them before the program is up for revision (POSs are usually approved for four years).
- Programs that do not meet all elements at the time of application may be temporarily approved as a “State Recognized Program” (SRP) until missing elements are completed; SRP’s can convert to POS anytime and be immediately eligible for Perkins funds, per local grant administrator’s budget.
- In the second part of each Element section, there is the expandable space provided for Comments, as mentioned above. Use this box to explain missing check marks in the criteria statements above, point out strengths of your program, or identify special circumstances you need to have considered during ODE review of this application.
- If you already have documents or files that help demonstrate the strength or potential of each Element, simply attach those documents or files in the appropriate Addendum folder, or provide links to online documents, when submitting this application, rather than write lengthy responses in the Comment box. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018 for details about how to use Addenda if submitting supporting documents or files.)

Element 1: Standards & Content

This POS design includes:

- A. Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards
- B. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input
- C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand fields
- D. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards
- E. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:
  - Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements
  - Demonstrate mastery of academic and technical content that is aligned with industry standards
  - Apply learning through authentic experiences
  - Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018 for more details.)

Please address these questions through your comments in Element 1 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Explain how this POS is aligned with challenging academic standards at the HS and CC levels
- Identify those who participated in the decision of which skill set to use for this POS
- Who participated in the crosswalk of the skill sets to HS and CC courses

Element 1 Comment Box:

A. There are no unchecked boxes.
B. I look at the art, CTE, and industry standards and work with the Community college to ensure all work is rigorous and relevant to the current industry needs.
C. I work with community college partners and regional coordinator to create program of study.
D. I did the HS and the regional coordinator did the college with assistance of the Community College.
Element 2: Alignment and Articulation

The alignment of this POS includes:

- A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
- B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- D. Based on the program design and instructional plan, each student will:
  - Continually progress in knowledge and skills when ready;
  - Earn high school or college credit based on performance; and
  - Make the connection between educational preparation and entry into a career.

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018, for more details.)

Please address these questions through your comments in Element 2 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

Element 2 Comment Box:

A. There are no unchecked boxes.
B. I worked with the regional coordinator to align our program with PCC's multimedia and art program.
C. I worked with our regional coordinator, the art and the multimedia department's deans, faculty liaisons when creating our program. I'm currently working with the community college and offering dual credit options that are apart of and align with PCC's programs.
Element 3: Accountability & Evaluation

In this POS design:

A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon’s State Plan (re: Data Collection)

B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
   - Assistance in evaluating program vision, goals and priorities
   - Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
   - Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development

C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions

D. Students have the opportunity to learn in a contextual career related environment that allows them to:
   - Monitor their own progress through their demonstration of attaining technical and academic skill standards
   - Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
   - Adapt their program to meet personal goals based on industry requirements and performance outcomes

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018, for more details.)

Please address these questions through your comments in Element 3 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Identify the data used in designing this POS, and the effect that the data had on the design
- Identify the members of the Business Advisory Committee
- How will the POS be evaluated, and by whom?
- How will you know if the POS is successful?
- What process will you use to decide any changes that need to occur because of the POS evaluation?
- Required: List the TSA(s) code used for this POS on Page 1 (ODE approved list)

Element 3 Comment Box:

A. There are no unchecked boxes.
B. Employment trends, student interest, required skills from industry employers.
C. Rob Kodadek (film industry), Mike Barham (google), Jay Belcher (film director), Jeff Gfroerer (Nike)
D. Regional Coordinator, PCC, and advisory committee will review and evaluate our program.
E. Our program will be considered successful based on the number of students in the program, completers, successful assessments of student work, and post-secondary enrollment and/or industry job placement in this field of study.
F. By evaluating the above information/data in "E" we will make adjustments to courses/curriculum. In addition to meeting with industry partners and ensuring students' skills and our curriculum is current and what employers are seeking.
G. Secondary TSA: 15REG026 Post Secondary: 2AREG029
Element 4: Student Support Services

In this POS design:

☑️ A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).

☑️ B. Each student will be able to:
   - Identify the career path options he/she can follow to a chosen career;
   - Receive consistent and informed messages about career and possible financial options for post-secondary education;
   - Take ownership of their education through maintaining a current education plan;

☑️ C. Compliance is evident with Federal regulations, including Title VI - Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
   - Appropriate access for all students, including non-traditional and special populations.
   - A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
   - Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
   - Responsiveness to the needs of students for whom English is a second language.

☑️ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:

   ☑️ 1) One of the state chartered CTSO’s: DECA, FBLA, FCCLA, FFA, FNRL, HOSA, or SkillsUSA or
   ☑️ 2) Another local or national organization that meets the criteria listed in the ODE Student Leadership criteria document.

   • The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
     - Context related instruction, career development, and practical assessment
     - Community-based learning experiences
     - Organizational management and administrative experiences

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018, for more details.)

Please address these questions through your comments in Element 4 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
- How will those student support services help inform and prepare HS and CC students for their next educational and career steps?
- Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
- Briefly describe any student leadership opportunities that will be available for both HS and CC

Element 4 Comment Box:
A. There are no unchecked boxes.
B. Student support services, students receive services through ELL and student services counselors
C. Career counseling department, CIS, work study opportunities.
https://sites.google.com/a/banks.k12.or.us/high-school-counseling-department/
D. Recruiting females to a typically male industry through being an explar of a non-traditional professional in this field.
E. Project managers are assigned for each project and are responsible to communicate with their client and make sure team members complete work. In the the capstone class students will mentor with a local industry professional/leader. Skills USA competitions also develop leadership skills.

Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
MULTIMEDIA AAS http://www.pcc.edu/programs/multimedia/
MULTIMEDIA COOPERATIVE EDUCATION
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MM&course=280
MULTIMEDIA CATALOG PAGE http://catalog.pcc.edu/programsanddisciplines/multimedia/
GRAD PLAN http://www.pcc.edu/resources/advising/grad-plan/
ADVISING SERVICES http://www.pcc.edu/resources/advising/
COUNSELING SERVICES http://www.pcc.edu/resources/counseling/
CAREER COUNSELING http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html
CAREER CENTER http://www.pcc.edu/resources/careers/resource-centers/
START LAB https://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf
ESOL PROGRAM ADVISORS http://www.pcc.edu/prepare/esol/sylvania/
ESOL PROGRAM http://www.pcc.edu/prepare/esol/
INTERNATIONAL ADVISORS http://www.pcc.edu/about/international/
DISABILITY SERVICES http://www.pcc.edu/resources/disability/
OFFICE OF AFFIRMATIVE ACTION AND EQUITY http://www.pcc.edu/about/equity-inclusion/
DIVERSITY TRAINING http://www.pcc.edu/about/equity-inclusion/training.html
TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/
SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION
http://www.sou.edu/assets/admissions/docs/articulation/BAS-AAS-PCC%202010.pdf
OIT BAS TECHNOLOGY AND MANAGMENT TRANSFER INFORMATION
http://www.oit.edu/distance-education/programs/technology-management
OREGON TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/
OUT OF STATE TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html

2. Technical Skill Assessment: http://www.ode.state.or.us/search/page/?id=3230

3. All expectations have been met. The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Multimedia program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services. The Multimedia degree program has their own website, which details how students can get started and get support.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are highly recommended to take MCH 280 CE: Multimedia cooperative work to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.
C. Students’ education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students’ level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They experiment with a variety of materials as well as complete projects from the design, production and marketing. Students complete their capstone in the MM250 Advanced Multimedia Project Development 1 course. Students are highly recommended to take one or more of the following elective courses to meet their degree requirements, MM 160, 230, 235, 239, 246, 250, 258, 259, 260, 261, 262 and 280.

E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: The advising specialist who works with these students organizes and announces group meetings, one-on-one advising, job postings and announcements, foundation scholarships, requirements for the co-op and employer visits. PCC has extensive and detailed information available on the transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. Currently there is a direct transfer program with Southern Oregon University for a BAS Business Management and Oregon Institute of Technology, BAS Technology and Management that AAS students can transfer directly into.

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs (such as the High School Career Expo every spring). Instructors and the program advising specialist visit local area high schools and high school students studying multimedia as well as high school classes come to visit the program.

G. Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes. Evidence: PCC is firmly committed to creating a diverse student body through continued and regular education of staff and faculty as well as by offering ongoing support to students and staff through the Office of Affirmative Action and Equity.

H. Accommodations are made to assure students with special needs can participate in this CTE POS. Evidence: The Disability Services office at PCC is able to help accommodate students with documented disabilities receive services they may qualify for.

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English language proficiency prior to entering into their CTE program of choice. For students who are studying on an international visa, international advisors that specialize in helping non-native speakers enter into the ESOL program are available.
Element 5: Professional Development

The planned professional development for this POS will:

- A. Connect to teacher effectiveness evaluations.
- B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
- C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards.
- D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student.
- E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.
- F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.
- G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2018, for more details.)

Please address these questions through your comments in Element 5 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of the POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings.

Element 5 Comment Box:
A. There are no unchecked boxes.
B. Continue to take courses in industry to stay knowledgeable on current industry. Meet regularly with other design professionals and business owners which include advisory board members.
C. Meet regularly with PCC instructors to ensure articulation and to design articulation of classes.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Email application and addenda to this mailbox—POS.Application@state.or.us), or follow an alternative process described in Step 8 of the Submission Process on the last page of this application. DEADLINE for submission: June 29, 2018.
# Certification of Assurance

Directions: After filling in all the appropriate fields in this form, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form. Email completed COA with ALL signatures to POS.Application@ode.state.or.us.

<table>
<thead>
<tr>
<th>Name of CTE POS</th>
<th>Enter Title of CTE POS (same as on Page 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary School</td>
<td>Enter Name of Secondary School</td>
</tr>
<tr>
<td>Name of Community College</td>
<td>Select Community College</td>
</tr>
</tbody>
</table>

**SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.

<table>
<thead>
<tr>
<th>Secondary School District Administrator Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator’s Name</td>
<td>Enter Local Administrator’s Name</td>
</tr>
</tbody>
</table>

**LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

The program advisory committee has been involved in the design and development of this program.

<table>
<thead>
<tr>
<th>Advisory Committee Signature</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Advisory Committee Member’s name</td>
<td>Enter Advisory Committee Member’s Name</td>
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</table>

**POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE**

This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.

<table>
<thead>
<tr>
<th>Community College Administrator’s Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Administrator’s Name</td>
<td>Krenda Cawley</td>
</tr>
</tbody>
</table>

**For Regional Coordinator Use Only**

Recommended Status:
- [ ] RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
- [ ] DISAPPROVED (and returned for revision)

Regional Coordinator Signature

2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

**For ODE Use Only**

Approval Status:
- [ ] FINAL STATE APPROVAL (Perkins Eligible) Expiration Date: ______

Education Specialist Signature

Denise Brock

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc.
Submission Process

Instructions

Submit complete electronic copies of the application materials by following this procedure:

1. **Do not send PDF applications.** Please send in original Word format.
2. Be sure you are using the correct year’s application from ODE’s website.
3. Create a file (main folder) for storing all documents to be submitted.
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., “OregonTownHSAccounting2018.”
5. Create subfolders clearly named for each Element’s Addendum that you are including with the application, e.g., “OregonTownHSAccounting2018Addendum1,” “OregonTownHSAccounting2018Element1,” or “OregonTownHSAccounting2018StandardsContent.”
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element’s Addendum folder, e.g., “OregonTownHSAddendum1.”
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. **(Please name documents and folders so that they are clearly identified.)**
8. Each application needs to include a completed Assurance page with all signatures included on one page—please, no duplicate Assurance pages with partial signatures. (For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
   a. Submit each POS application main folder with its subfolders one POS at a time.
   b. Use the electronic download process using ODE’s FTP portal. Go to the ODE Secure File Transfer site (ODE FTP Site) and follow the online directions for sending your POS folder to POS.Application@state.or.us. For technical help with this procedure, call Kenzie Mozejko—503-947-5636.
   c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit application and addenda using the FTP process described in 10 above, to this mailbox: POS.Application@state.or.us . (Alternatively, using Step 10(c) above, a jump drive or CD ROM can be used to send files to ODE.)

**DEADLINE for submission: June 29, 2018**
*Early Bird deadline (assures feedback before teachers leave for summer): April 30, 2018*

(Of you may delete this page before submitting this application.)