

## Career and Technical Education Program of Study Renewal 2018 Version

Step 1 –ODE specialists will review any Renewal Applications based on course information contained in the Course-to-Standards Matrix, so please be sure those matrices are complete and accurate.) See last step below.

Step 2 – Complete this **2018 CTE POS Renewal form** (make sure all items are complete)

- Program ID Page (Page 1 of this Form) complete
- Provide a link to Career Pathway visual (on Page 1 below)
- Complete CTE Course-to-Standards Crosswalk Matrix (use one of the [ODE Cluster templates](#), or a similar local form); attach matrix to this **2018 CTE POS Renewal form**
- Indicate on the Matrix (above) those courses that trigger the Technical Skill Assessment(s); identify the TSA on Page 1 of this **2017 CTE POS Renewal form**
- Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)
- Print out Assurances page, secure signatures, and scan as attachment to this **2018 CTE POS Renewal form**  
(or fax to ODE – 503-378-5156, c/o Kenzie Mozejko)

Step 3 – Submit this **2018 CTE POS Renewal form** and attachments to Regional Coordinator for field approval

Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed **2018 CTE POS Renewal form** and attachments

Step 5 – Forward appropriately completed and field approved **2018 CTE POS Renewal form** and attachments to ODE at this email address: [POS.Application@state.or.us](mailto:POS.Application@state.or.us). (Use the [FTP process](#) for large files.) **DEADLINE: June 29, 2018.**

<b>CTE POS—Title:</b>	<b>Health Sciences</b>
<b>Career Area:</b>	Health Sciences--HS
<b>Cluster Area</b> (and CTE licensure)	HS--Health Sciences
Focus Area (if applicable):	
Secondary CIP Code: ( <a href="#">Link to CIP website</a> )	51.0000 (6 digit)
Community College CIP Code: ( <a href="#">Link to CIP website</a> )	34.0199 (6 digit)

<b>Secondary School Name:</b>		<b>Glencoe High School</b>
Secondary School District:		Hillsboro
Secondary School ID Number: ( <a href="#">Link to ID lookup</a> )		<b>1200</b>
<b>Secondary Teacher Name:</b>	<b>Email</b>	<b>Current CTE License</b>
Melanie Lewis	lewism@hsd.k12.or.us	HS--Health Sciences
Troy Hall	halltr@hsd.k12.or.us	HS--Health Sciences

<b>CC Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	AAMA001 and OSBN002
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<b>Secondary Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2CREG002
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<b>Primary Oregon Community College Name:</b> (Contact <a href="mailto:POS.Application@state.or.us">POS.Application@state.or.us</a> to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earl sally.earl@pcc.edu
Community College CTE Program Title:	Medical Assisting/Nursing
Community College Award:	Associate of Applied Science

<b>Visual/Roadmap:</b> (Insert link, or identify location where sample of visual can be found)	<a href="https://drive.google.com/file/d/1ysOL5yHZ8DmhwOmMlx8_fPDx-AkDYkZ/view?usp=sharing">https://drive.google.com/file/d/1ysOL5yHZ8DmhwOmMlx8_fPDx-AkDYkZ/view?usp=sharing</a>
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<b>Regional Coordinator/Contact:</b>	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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## CTE POS Course Lists—Secondary

**Directions:**

1) Please list below the **anticipated** 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 **will be** 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)

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
<input checked="" type="checkbox"/>	03053 11	Anatomy and Physiology	0.5	03053	Anatomy and Physiology is a lab-based study of human structure and function. It is designed for students interested in medical, health, or fitness related careers. The anatomy and physiology of each system is explored through labs, dissections, case studies, activities and the use of the Anatomy in Clay system. Students will receive one science credit by successfully completing this course.	Select College		
<input checked="" type="checkbox"/>	03053 12	Anatomy and Physiology	0.5	03053	Anatomy and Physiology is a lab-based study of human structure and function. It is designed for students interested in medical, health, or fitness related careers. The anatomy and physiology of each system is explored through labs, dissections, case studies, activities and the use of the Anatomy in Clay system. Students will receive one	Select College		

**CTE Program Of Study ....2018 Application** (continued)

					science credit by successfully completing this course.			
<input checked="" type="checkbox"/>	14002 41	Health Sciences 1	0.5	14002	Health Sciences 1 is designed for students interested in medical, health science, or fitness related careers. Curriculum includes First Aid/CPR/AED certification through the American Red Cross, opportunities to explore health science careers through speakers, field trips, job shadows and hospital volunteering. Students learn theories of health behavior and apply them to an advocacy project using data and best practices. Each semester students complete a final that requires documentation, research, and presentation of the project. A focus on professional skills is included in daily activities.	Portland Community College	HE 112	Standard First Aid and Emergency Care
<input checked="" type="checkbox"/>	14002 42	Health Sciences 1	0.5	14002	Health Sciences 1 is designed for students interested in medical, health science, or fitness related careers. Curriculum includes First Aid/CPR/AED certification through the American Red Cross, opportunities to explore health science careers through speakers, field trips, job shadows and hospital volunteering. Students learn theories of health behavior and apply them to an advocacy project using data and best practices. Each semester students complete a final that requires documentation, research, and presentation of the project. A focus on professional skills is included in daily activities.	Portland Community College	HE 112	Standard First Aid and Emergency Care
<input checked="" type="checkbox"/>	14002 51	Health Sciences 2	0.5	14002	This is the culmination course for the Health Services pathway. This course will focus in greater depth on the body systems and medical terminology. A focus on professional skills and post-	Portland Community College	MP 111	Medical Terminology

# CTE Program Of Study ....2018 Application (continued)

					secondary preparation is included in daily activities. Students are required to complete an experiential learning opportunity in the health science field as well as a service project, a compilation of a body of evidence and a research paper. This course meets senior project requirements.			
<input checked="" type="checkbox"/>	14002 5P	Health Sciences 2	0.5	14002	This is the culmination course for the Health Services pathway. This course will focus in greater depth on the body systems and medical terminology. A focus on professional skills and post-secondary preparation is included in daily activities. Students are required to complete an experiential learning opportunity in the health science field as well as a service project, a compilation of a body of evidence and a research paper. This course meets senior project requirements.	Portland Community College	MP 111	Medical Terminology
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
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<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		

*\*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 (optional for Start-ups)**

Post-secondary Core CTE Courses:

- ***Enter the name of the anticipated college program that will be the postsecondary component of this POS***
- ***Select the highest level of this component offered by the college***
- ***List the courses anticipated to be included in the Course/Skill Set crosswalk matrix (entry level courses)***

<b>Name of Certificate or Degree Program</b>		Medical Assistant/Nurse	
<b>Highest award available in Program:</b>		AAS	
<b>College Course #</b>	<b>Post-Secondary Course Name</b>	<b>Number of Credits</b>	<b>Accelerated College Credit/College Now?</b>
BA 122	Introduction to Human Anatomy and Physiology	4	<input checked="" type="checkbox"/>
MA 112	Medical Office Assistant Seminar I	1	<input checked="" type="checkbox"/>
MA 117	Medical Office Administrative Procedures	4	<input checked="" type="checkbox"/>
MA 118	Medical Office Administrative Procedures (Lab)	2	<input checked="" type="checkbox"/>
HE 113	First Aid & CPR AED Professional Rescuer/Health Care Providers	1	<input checked="" type="checkbox"/>
MA 180	Coding and Reimbursement	2	<input checked="" type="checkbox"/>
MA 123	Medical Office Clinical Procedures	4	<input checked="" type="checkbox"/>
MA 124	Medical Office Clinical Procedures (Lab)	2	<input checked="" type="checkbox"/>
MLT 100	Medical Office Laboratory Orientation	3	<input checked="" type="checkbox"/>
MP 140	Introduction to Health Law and Ethics	3	<input checked="" type="checkbox"/>
MA 131	Introduction to Medical Science	3	<input checked="" type="checkbox"/>
MA 120	Introduction to Clinical Phlebotomy	1	<input checked="" type="checkbox"/>
MA 122	Medical Office Assistant Seminar II	1	<input checked="" type="checkbox"/>
MA 270	Clinical Practicum	6	<input checked="" type="checkbox"/>
MA 132	Medical Office Assistant Seminar III	1	<input checked="" type="checkbox"/>

## Student Support Services

### Directions:

- 1) Complete the Expectations section below as evidence of the secondary (**Sec**) and postsecondary (**Psec**) Student Support Services that you provide specifically for students studying in this CTE Program of Study - and/or -
- 2) Enclose (as links in the Comments box below or as attachments) documents that demonstrate Student Support Services that you provide specifically for students studying in this CTE Program of Study (both **Sec** and **Psec**)

### Expectations

*Check the applicable boxes below that indicate the Student Support Services you provide for students studying in this CTE Program of Study. (Boxes not checked should be explained in the Comments box below.)*

Sec	Psec	Student Service Provided
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students participate in CTE POS specific career related learning experiences or related work experience.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students' education planning is developed around information specific to this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Accommodations are made to assure students with special needs can participate in this CTE POS.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.

### Evidence

*During an ODE/CCWD audit, you may be asked for documentation or evidence of meeting the expectations listed above. Indicate where documentation may be found by providing links in the Comments box below, or by describing where documentation is kept, or by attaching documents to this **2017 CTE POS Renewal form**.*

Sec	Psec	Evidence/documentation location (check those that apply)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Links to documentation are included in Comments box below
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Description of where documentation can be found is included in Comments box below
<input type="checkbox"/>	<input type="checkbox"/>	Actual Student Support Services documents are attached to this <b>2017 CTE POS Renewal form</b>

### Comments:

*(In the box below, please: 1) include links to any online documentation; 2) please include identification of the **Technical Skill Assessment(s) (TSA)** identified for this CTE POS—secondary and postsecondary; 3) finally, use this comment box to explain missing checkboxes from the **Expectations** matrix above.)*

#### 1. Relevant Links:

HSD Website: <https://www.hsd.k12.or.us/>

Glencoe Website: <https://www.hsd.k12.or.us/glencoe>

Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

## **CTE Program Of Study ...2018 Application** (continued)

HSD Course Catalog:

[https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs\\_handbooks/2018-19%20HS%20Course%20Catalog\\_web.pdf](https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf)

Glencoe Health Sciences Forecasting Guide:

[http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health\\_sciences.docx\\_\\_1\\_.pdf](http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health_sciences.docx__1_.pdf)

Glencoe Health Sciences Website: <http://glencoehealthsciences.weebly.com/>

Glencoe Health Sciences Instagram: @ghshealthsciences

State of Oregon Employment Department: <https://www.qualityinfo.org/>

2. Technical Skill Assessment: CC: AAMA001 and OSBN002 Secondary: 2CREG002

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 throughout the year during back-to-school night and academic planning night presentations, Career & College Pathway fairs at lunch at Glencoe and Evergreen Middle School, sophomore classroom visits by counselors, and health sciences student presentations in sophomore health classes during forecasting. Students are also guided by the career counselor, as well as individual conversations with both health sciences teachers. There are multiple online resources (See links above)

Evidence:

Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

Glencoe Calendar: <https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month>

Glencoe Health Sciences Forecasting Guide:

[http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health\\_sciences.docx\\_\\_1\\_.pdf](http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health_sciences.docx__1_.pdf)

Glencoe Health Sciences Website: <http://glencoehealthsciences.weebly.com/>

Glencoe Health Sciences Instagram: @ghshealthsciences

B. All students are required to complete 24-hour internships, as well as 16 hours of volunteer work.

Evidence: Internship application through Hillsboro Chamber of Commerce School to Career:

<https://hillsborochamberor.com/stc/>

HSD Course Catalog with CTE POS internship requirements:

[https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs\\_handbooks/2018-19%20HS%20Course%20Catalog\\_web.pdf](https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf)

Health Sciences 2 Syllabus: [https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200\\_LC1E/edit?usp=sharing](https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200_LC1E/edit?usp=sharing)

C. Students research careers and create trifolds. They present at our Career & College Pathways career fair. Students learn about career options and pathways during their 24-hour internships and additional job shadows. For their senior project, students create an online portfolio of their work, as well as career exploration and educational plans. Students also create an education plan with counselors through Naviance.

Evidence: Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

Senior portfolio template: <https://sites.google.com/a/hsd.k12.or.us/glencoe-health-sciences/>

Health Sciences 2 Syllabus: [https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200\\_LC1E/edit?usp=sharing](https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200_LC1E/edit?usp=sharing)

D. Students complete extended application and capstone projects through 24-hour internships, additional job shadows, career days, as well as their senior portfolio.

Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

Senior portfolio template: <https://sites.google.com/a/hsd.k12.or.us/glencoe-health-sciences/>

Health Sciences 2 Syllabus: [https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200\\_LC1E/edit?usp=sharing](https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200_LC1E/edit?usp=sharing)

E. Students are informed of dual credit opportunities in the syllabus and course catalog. The career and counseling centers have scholarship information posted on their websites.

Evidence: Health Sciences 2 Syllabus: [https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200\\_LC1E/edit?usp=sharing](https://docs.google.com/document/d/1378mJStWdvfj6Bh0DWI8bk-vtitXwj-3ILK200_LC1E/edit?usp=sharing)



## **CTE Program Of Study ....2018 Application** (continued)

HSD Course Catalog:

[https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs\\_handbooks/2018-19%20HS%20Course%20Catalog\\_web.pdf](https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf)

Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

Scholarships: <http://glencoecounseling.weebly.com/scholarships.html>

F. Yes, efforts are made during recruiting and forecasting activities to inform non-traditional students of program opportunities. When students present at academic planning night, back-to-school night, CCP fairs, and in sophomore classes, a concerted effort is made to include male students and students of color. Non-traditional students are frequently represented on our Instagram account.

Evidence: Glencoe Calendar: <https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month>

Glencoe Health Sciences Website: <http://glencoehealthsciences.weebly.com/>

Glencoe Health Sciences Instagram: @ghshealthsciences

G. Health sciences teachers work closely with counselors and case managers to ensure all students, included those of protected classes are included in the forecasting and recruiting process.

Evidence: Glencoe Counseling Website: <http://glencoecounseling.weebly.com/>

Glencoe Calendar: <https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month>

Glencoe Health Sciences Forecasting Guide:

[http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health\\_sciences.docx\\_\\_1\\_.pdf](http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/health_sciences.docx__1_.pdf)

Glencoe Health Sciences Website: <http://glencoehealthsciences.weebly.com/>

Glencoe Health Sciences Instagram: @ghshealthsciences

H. Health sciences teachers work with counselors to make sure students with special needs and accommodations are being supported. A monthly list of students and services are shared with teachers.

Evidence: HSD Student Services: <https://www.hsd.k12.or.us/domain/90>

I. Health sciences teachers work with ELL aides and case workers to help recruit and support ELL students. ELL students are paired up with other ELL students for support when needed.

Evidence: HSD bilingual program: <https://www.hsd.k12.or.us/domain/94>

Enter comments here

Comments:

### 1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>

MEDICAL ASSISTING WEBSITE <http://www.pcc.edu/programs/medical-asst/>

NURSING WEBSITE <http://www.pcc.edu/programs/nursing/>

MEDICAL ASSISTING COOPERATIVE EDUCATION <http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>

MEDICAL ASSISTING CATALOG <http://catalog.pcc.edu/programsanddisciplines/medicalassisting/#certificatestext>

NURSING CATALOG <http://catalog.pcc.edu/programsanddisciplines/nursing/>

MEDICAL ASSISTING ADVISING GUIDE <https://www.pcc.edu/programs/medical-asst/documents/advising-guide.pdf>

NURSING ADVISING GUIDE <http://www.pcc.edu/programs/nursing/documents/advising-guide.pdf>

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/affirmative-action/>

DIVERSITY TRAINING <http://www.pcc.edu/about/affirmative-action/training.html>



## **CTE Program Of Study ...2018 Application** (continued)

TRANSFER INFORMATION <http://www.pcc.edu/programs/university-transfer/>

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/apps/oss/assessmentClusters.aspx>

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 Business Administration-Marketing 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.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are required to take MA270 Clinical Practicum 1 in Medical Assisting and NRS 224 Integrative Practicum in Nursing (6 - 9 cr total) 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 will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.

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: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra-curricular opportunities, and available college resources. .

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.

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.

Postsecondary TSA: AAMA001 and OSBN002 Secondary TSA: 2CREG002



# CTE Program Of Study ...2018 Application (continued)

## 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. Submit signed Assurance form to Kenzie Mozejko at: [POS.Application@state.or.us](mailto:POS.Application@state.or.us).

Name of CTE POS	Health Sciences
Name of Secondary School	Glencoe High School
Name of Community College	Portland Community College

<b>SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	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.	
Secondary School District Administrator Signature		Date:
Administrator's Name	Enter Local Administrator's Name	

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature		Date:
Advisory Committee Member's name	Enter Advisory Committee Member's Name	

<b>POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE</b>	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.	
Community College Administrator's Signature		Date:
CC Administrator's Name	Kendra Cawley	

### For Regional Coordinator Use Only

Recommended Status:	
<input type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)	
<input type="checkbox"/> DISAPPROVED (and returned for revision)	
Regional Coordinator Signature	Date: _____
2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu	

### For ODE/OCCWD Use Only

Approval Status:		Expiration Date: _____
<input type="checkbox"/> FINAL STATE APPROVAL (Perkins Eligible)		Date: _____
Education Specialist Signature		
Art Witkowski		

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## **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. 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.](#))
6. Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate 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.)
7. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
8. 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 ([Link to ODE FTP Site](#)) and follow the online directions for sending your POS folder to [POS.Application@state.or.us](mailto:POS.Application@state.or.us). For technical help with this procedure, call Ron Dodge—503-947-5653, or 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 2<sup>nd</sup> Floor, 255 Capitol St. NE, Salem, OR 97310.

***DEADLINE for submission: June 29, 2018***

### **Checklist before submitting:**

<input type="checkbox"/>	All items on Page 1 of this form have been completed
<input type="checkbox"/>	The Career Pathway Map/Visual link has been included on Page 1, (showing both secondary and postsecondary partners)
<input type="checkbox"/>	The course-to-standards matrix for this CTE POS has been completed and attached
<input type="checkbox"/>	All courses that trigger the Technical Skill Assessment have been identified in the course-to-standards matrix
<input type="checkbox"/>	All student support services expectations (Page 2) have been addressed and any documentation has been linked or attached
<input type="checkbox"/>	Assurances document has been properly completed, signed, and attached and/or faxed

**(You may delete this page before submitting this application.** To do so, you need to unlock the form, highlight everything on this page, delete, then re-lock the form and save.)

# CTE Program Of Study ...2018 Application (continued)

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