

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. (Use the [FTP process](#) for large files.) **DEADLINE: June 29, 2018.**

CTE POS—Title:	Marketing
Career Area:	Business Management--BM
Cluster Area (and CTE licensure)	BM--Marketing
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	52.1401 (6 digit)
Community College CIP Code: (Link to CIP website)	52.1801 (6 digit)

Secondary School Name:		Hillsboro High School	
Secondary School District:		Hillsboro	
Secondary School ID Number: (Link to ID lookup)		1201	
Secondary Teacher Name:	Email	Current CTE License	
Timothy Kasper	kaspert@hsd.k12.or.us	BM--Marketing	
Michiah Kaiser	kaiserm@hsd.k12.or.us	BM-Marketing	

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	10REG002
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Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG051
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Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earl sally.earl@pcc.edu
Community College CTE Program Title:	Marketing
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://drive.google.com/file/d/1kv13o0tsUGn-nlXCq4l4kPeDsBJE2o2-/view?usp=sharing
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Regional Coordinator/Contact:	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 type="checkbox"/>	12005 0X	Computer Keyboarding	.5	12006	In Computer Keyboarding, students learn correct keyboarding techniques in order to master the keyboard on the computer by touch	Portland Community College	CAS 121	Beginning Keyboarding
<input type="checkbox"/>	10004 1X	Computer Applications	.5	10004	The content includes the basic Microsoft Office Suite; word processing, spreadsheet, database and presentation software	Select College		
<input checked="" type="checkbox"/>	12152 11	Marketing 1	.5	12152	Students will learn about the marketing process through a focus on Sports and entertainment marketing	Select College		
<input checked="" type="checkbox"/>	12152 5X	Marketing 2	.5	12152	This course uses the application of concepts through project-based learning activities. Topics include marketing functions, market research, management functions, business organization, communications, advertising and promotion	Select College		
<input type="checkbox"/>	12161 0X	Marketing Lab	.5	12161	The Marketing Lab offers a dynamic program of management functions.	Select College		

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					Students will participate in the management of a successful business			
<input checked="" type="checkbox"/>	12104 1X	Accounting 1	.5	12104	The student will learn how accountants and financial professionals work together in order to help businesses become successful	Select College		
<input checked="" type="checkbox"/>	12104 2X	Accounting 2	.5	12104	Accounting concepts are stressed, enabling the student to work with accounting systems used in corporations	Select College		
<input type="checkbox"/>	19262 0X	Personal Finance	.5	12103	The students learn how to prepare a financial plan that includes saving, investing, borrowing, risk management, insurance, and retirement and estate planning	Select College		
<input checked="" type="checkbox"/>	12059 01 &1205 902	IB DP Business Management SL	1.0	12059	The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management.	Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<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)***

Name of Certificate or Degree Program		Marketing	
Highest award available in Program:		AAS	
College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
BA 101	Introduction to Business	4	<input checked="" type="checkbox"/>
BA 131	Introduction to Accounting	3	<input checked="" type="checkbox"/>
BA 205	Business Communication Using Technology	4	<input checked="" type="checkbox"/>
BA 223	Principles of Marketing	4	<input checked="" type="checkbox"/>
BA 235	Social Media Marketing	4	<input checked="" type="checkbox"/>
BA 280A	Cooperative Education: Business Experience	3	<input checked="" type="checkbox"/>
BA 280B	Cooperative Education: Business Experience - Seminar	1	<input checked="" type="checkbox"/>
CAS 170	Beginning Excel	3	<input checked="" type="checkbox"/>
WR 121	English Composition	4	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input 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 2017 CTE POS Renewal form

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.)

Enter comments here

3.

A.At Hilhi we have an extensive guidance program which includes activities from 9th to 12th grades in the classroom. We also hold curriculum fairs at lunches, curriculum nights to inform parents, and have many vidual displays in our commons areas to assist students. Our full time career and college counselor works with our grade level counselors to provide information to the entire student body. <http://hilhicounseling.weebly.com/course-selection--scheduling.html>

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B. Students begin their career related experience within the 9th and 10th grades using the Naviance system to assess career interest and skill. In the 11th grade year students participate in a job shadow or career day to gain further experience. In the senior year students complete a 30 hour internship. <http://hilhicounseling.weebly.com/job-shadows--internships.html>

C. As students explore and participate in courses during their 9th and 10th grade years, teacher and counselors are helping to guide students to choose a College and Career Pathway. By 11th grade they enrolled in courses that will complete their college and career path before the end of their senior year. All seniors must complete a capstone experience in their chosen college and career path. <http://hilhicounseling.weebly.com/course-selection--scheduling.html>

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. There are a variety of experiences our seniors are able to take part in courses. All juniors complete a job shadow experience, or attend a Chamber of Commerce Career Day. All seniors are required to gain an internship, and complete 30 hours by the end of their senior year and complete a project as their extended application. <http://hilhicounseling.weebly.com/senior-projects.html>

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. We use PCC developed posters and handouts in classes to communicate with students about Dual Credit opportunities. Dual credits are also included in our course catalog. <http://hilhicounseling.weebly.com/course-selection--scheduling.html>

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. During forecasting we have female business students answering questions and promoting our POS. This helps to ensure an equal representation of males and females in our program. <https://www.hsd.k12.or.us/Page/2178>, <http://hilhicounseling.weebly.com/career-resources.html>, https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf

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.

H. Instructor adheres to individual students' IEPs as provided by Special Education Department, including utilizing special ed work area. Assignments and informational powerpoints available on instructors online classroom. After School Tutoring is staffed by Hilhi Teachers who provide tutoring for students who need extra guidance, structure and educational support. Students who attend may get help in all academic areas. Accommodations are made to assure students with special needs can participate in this CTE POS. Teachers work directly with student services to ensure that all students can be successful in our POS. <https://www.hsd.k12.or.us/Page/2689>

I. ELL Learners Classroom assistance available. Instructor utilizes bi-lingual students as translators. Also the use of instructional aides and ELL staff to ensure the success of these students. <https://www.hsd.k12.or.us/Page/2682>

Comments:

1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>
MARKETING WEBSITE <http://www.pcc.edu/programs/business/marketing/>
BUSINESS ADMINISTRATION-MARKETING COOPERATIVE EDUCATION
<http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>
BUSINESS ADMINISTRATION-MARKETING CATALOG
http://catalog.pcc.edu/programsanddisciplines/businessadministration/#Marketing_AAS_Degree
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/>

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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>

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 encouraged to take BA280 Cooperative Education: Business Experience (1-6 cr). 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, extra0curricular 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

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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: 10REG002

Secondary TSA: 2AREG051

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.

Name of CTE POS	Marketing
Name of Secondary School	Hillsboro High School
Name of Community College	Portland Community College

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.	
Secondary School District Administrator Signature		Date:
Administrator's Name	Enter Local Administrator's Name	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	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	

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.	
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			
Ron Dodge			

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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. 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 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.

DEADLINE for submission: June 29, 2018

Checklist before submitting:

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