

## 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](mailto: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)**

<b>CTE POS—Title:</b>	<b>Hospitality &amp; Tourism Program of Study</b>
Career Area:	Business Management--BM
Cluster Area (& appropriate secondary CTE licensure):	BM--Hospitality Tourism
Focus Area (if applicable):	ProStart/Food Service & Hospitality, Tourism, Recreation
Secondary CIP Code: ( <a href="#">Link to CIP website</a> )	52.0905 (6 digit)
Community College CIP Code: ( <a href="#">Link to CIP website</a> )	52.0901 (6 digit)

Secondary School Name:		Mountainside High School
Secondary School District:		Beaverton School District
Secondary School ID Number: ( <a href="#">Link to ID lookup</a> )		5381
Secondary Teacher Name	Email	Current CTE License
Lora Wells (Lead Teacher)	lora_wells@beaverton.k12.or.us	BM--Hospitality Tourism

<b>Secondary Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	PROS001
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<b>CC Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	ACF004
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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)	Mt. Hood Community College
College Point of Contact:	MHCC Susanne Rose susanne.rose@mhcc.edu
Community College CTE Program Title(s):	Associates Degree (AAS) Restaurant and Hotel Management
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/1AOlo9q1ass2MNY--qZd_o9UZtckKf0XH/view?usp=sharing">https://drive.google.com/file/d/1AOlo9q1ass2MNY--qZd_o9UZtckKf0XH/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 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](mailto: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**

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## 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)**

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"/>						Select College		
<input type="checkbox"/>	A301X	Foods 1	.5	19252	This is an introductory course in planning and preparation of a wide variety of foods. Emphasis placed on up to date topics relating to food preparation techniques, safety & sanitation, good nutrition, overall wellness and technology to food products.	Select College		
<input type="checkbox"/>	A302X	Foods 2	.5	19252	Goes beyond Foods 1. Involves food preparation techniques representative of the many cultures found in our own country as well as other cultures around the world.	Select College		
<input type="checkbox"/>	A319X	Culinary Management	.5	16052	This course will cover the essentials of operational business management as it relates to food and beverage outlets. Interrelationships between safety & sanitation, menus, pricing, purchasing, storing, receiving, preparation, service, cash receipt, and billing. Work with Marketing class to run a school coffee shop.	Select College		
<input checked="" type="checkbox"/>	A3311 /A3312	Culinary Arts 1	1.0	16052	Emphasis is on basic food preparation, menu development, cost planning, and inventory control. First year ProStart	Mt. Hood Community Co		

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

					curriculum and participate in SkillsUSA competitions.			
<input checked="" type="checkbox"/>	A3322	Culinary Arts 2	1.0	16052	Continue to develop skills for the restaurant, hospitality, and lodging industry. Refine management skills while running the MAVcafe, opportunity for paid work experience, mentoring with chefs and/or professionals in the tourism industry. Students are able to take the National Restaurant Exam, making them eligible for several scholarships and post-secondary opportunities. Students are capable of entering the restaurant industry above entry level positions. After completing both Culinary Arts 1 & 2, students can 12 college credits free of charge from Mt Hood Community College.	Mt. Hood Community Co		
<input type="checkbox"/>		Advance Culinary Arts	1.0	16052	Work Experience class designed to further prepare students for a career in the Hospitality field. The student will have a workplace competency checklist that is divided into three main areas: personal qualities and skills (interpersonal skills that leads to success in any career), long-term work qualities and skills(industry-related skills that develop over time), and short term observable skills. The skills are directly related to the ProStart classroom curriculum backed by the National Restaurant and Lodging Education Foundation used in Culinary Arts 1 & 2. Students may earn certification and apply for a \$2000 scholarship.	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		

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

<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

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

Name of Certificate or Degree Program		Mount Hood Community College	
Highest award available in Program:		AAS	
College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
HT108	Introduction to the Hospitality and Tourism Industry	4.0	<input checked="" type="checkbox"/>
HT141	Customer Service Management	3.0	<input checked="" type="checkbox"/>
HT234	Sanitation and Safety	2.0	<input checked="" type="checkbox"/>
HT 270	Food, Beverage and Labor Cost Control	3.0	<input checked="" type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
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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)*

## CTE POS Design Elements

*There are five Elements necessary for a robust Career and Technical Education Program of Study—all are critical to being State approved in Oregon*

### **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

*Standards and Content are the foundational elements for designing and improving Perkins-eligible Programs of Study*

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. No unchecked boxes.
- B. The POS is aligned with challenging academic standards contextual and incorporate academic content through the assignments and activities throughout the programs curriculum. This includes

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

reading, writing and mathematics content in addition to presentation skills - both speaking and through the use of technology. Also, embed communication and teamwork skills through project-based learning opportunities and extended learning applications. For example: Culinary competitions through national career and technical student organizations and on-site student run businesses.

C. Culinary teachers from Washington County collaboratively discussed this application. Working with the ProStart curriculum (<http://www.goprostart.com>) and the Director of the Oregon Restaurant and Lodging Education Foundation (<https://www.oregonrla.org/education-foundation.html>) and from Mt. Hood Community College Instructor Harry DeWolf and Rachel Evans, College Now Administrative Assistant.

D. Mt. Hood Community College Instructor Harry DeWolf; College Now Administrative Assistant Rachel Evans; Tifini Roberts, College Now Program Coordinator; Brandie Clark, CTE Coordinator for Beaverton School District; Rebecca Hubbard, CTE PCC; are people that participated in the decision of which skills set to use for the POS and the crosswalk of the skills sets to HS and CC courses.

## Element 2: Alignment and Articulation

*Alignment and Articulation are key to getting Program of Study partners working together to build career pathways for CTE students*

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.No unchecked boxes.

B. The alignments of academic content (reading, writing and math) entrance expectations of MHCC and specifically MHCC CTE programs were discussed and crosswalked with high school course curriculum. The curriculum of the CTE Program of Study combined with the school's diploma requirements provide a unified, cohesive sequence of content between the high school POS and related MHCC CTE program(s).

C. The alignment activities that Mountainside High School course provide dual credit opportunities for students in thier POS that potentially provide 12 postsecondary credits. Regardless of the amount of postsecondary dual credit that is available, the high school component of the POS is aligned with the related MHCC CTE program(s) in order to provide maximum efficiency in transition.



## Element 3: Accountability & Evaluation

*Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future plans*

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. No unchecked boxes.
- B. The data collected and provided by ODE related to Perkins-required performance measures for this POS in comparison to state targets and school and program performance will be analyzed annually as it becomes available.
- C. Director of Oregon Restaurant and Lodging Education Foundation, pastry chef from local bakery, store manager from Cash and Carry, representative from AirBnB and local restaurant chef.
- D. The POS will be evaluated by the advisory board yearly and adjust accordingly.
- E. The TSA and course completion of the number of students and how well it is alligned with the industry standards.
- F. Consult with advisory board, VP in charge of POS, Community College partiners and make necessary improvements to POS.
- G. Secondary TSA# ACF004 Post Secondary TSA# PROS001

## Element 4: Student Support Services

*Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.*

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. No unchecked boxes.

B. ELL & Sped Services link:

<https://www.beaverton.k12.or.us/schools/mountainside/academics/Pages/Counseling.aspx>

C. Career Counselors, ELL & Sped Services link: <http://mountainsidecounseling.weebly.com/>

D. Job shadows, internships, SkillsUSA, career fairs, curriculum night, counselors 8<sup>th</sup> grade visits, guest speakers, classroom field trips to postsecondary institutions that offer certificates and degrees with the the POS are efforts to recruit all types of students into the POS.

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E. SkillsUSA, job responsibilities within the class, MAV coffee shop, MAV Café, community service and workstudy are examples of the leadership opportunities available.

### Relevant Links:

MHCC WEBSITES OF CTE PROGRAMS <http://www.mhcc.edu/CTEPrograms/>  
HOSPITALITY AND TOURISM MANAGEMENT <http://www.mhcc.edu/Hospitality/>  
HOTEL, RESTAURANT, MEETINGS MANAGEMENT CURRICULUM  
<http://www.mhcc.edu/HospitalityTourismManagementHotelRestaurantMeetingsManagementCurriculum/>  
GRAD INFO <http://www.mhcc.edu/Graduation/>  
ADVISING SERVICES <http://www.mhcc.edu/AdvisingCenter/>  
COUNSELING SERVICES <http://www.mhcc.edu/CareerCenter/>  
CAREER COUNSELING <http://www.mhcc.edu/CareerCenter/>  
CAREER CENTER <http://www.mhcc.edu/CareerCenter/>  
ORIENTATION <http://www.mhcc.edu/oc/>

2. Technical Skill Assessment: <http://www.ode.state.or.us/apps/oss/tests.aspx>

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

1. <http://www.mhcc.edu/DSO/>

The College is committed to a safe work environment for all employees and students, which includes zero tolerance from bullying, discrimination, and harassment along with the provision of equal opportunity in education and employment.

### Equal Opportunity and Affirmative Action

The College shall comply with all local, state and federal laws related to equal opportunity and affirmative action in its employment practices, services, programs and activities. The College is committed to providing an inclusive environment and equal opportunity to all persons and prohibits all forms of discrimination based on age, gender, race, color, religion, physical or mental disability, national origin, marital status, sexual orientation, pregnancy, veteran's status, familial relationship, expunged juvenile record, or other status or characteristic protected by law, or association with individuals in such protected status or characteristic

### Non-discrimination

The College promotes non-discrimination by maintaining a respectful working and learning environment free of all forms of discrimination and harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in discrimination of any member of the College community based on race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation. The College shall comply with all local, state and federal laws with regard to non-discrimination.

### Non-bullying / Non-harassment

The College is committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of bullying or harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in bullying, harassment or discrimination of any member of the College community based on but not limited to race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation.

The College shall: provide training that disseminates non-bullying / non-harassment procedures and complaint processes; notify the College community of rights and responsibilities; investigate all complaints promptly; and take appropriate action against offenders.

Americans with Disabilities Act (ADA) and Amendments

The College, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability, is committed to maintaining employment practices, services, programs and activities that provide equity and access to qualified individuals with disabilities. The College is committed to ensure that all programs, services, and activities are accessible to people with disabilities, including College programs, services, and activities delivered on-line by the College through third-party vendors. All College applicants, students and employees with disabilities are to be able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as nondisabled applicants and students, with substantially equivalent ease of use; and are not to be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any College programs, services, and activities in person and/or on-line.

- See more at: <http://www.mhcc.edu/BP-1100/#sthash.GQJCrlwq.dpuf>

Mt. Hood Community College (MHCC) will comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability. Reasonable accommodation is defined as reasonable modifications or adjustments to programs, services, activities, course and College materials, jobs, work environment, policies, practices and / or procedures that reduce or eliminate the barriers for individuals with disabilities.

1. Student Responsibilities

Accommodations for students with disabilities are to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

The MHCC Disability Services Office coordinates all auxiliary aids, accommodations and services for students with disabilities. Students seeking services are to contact the Disability Services Office to discuss accommodations and for guidance in accessing them. Inquiries regarding applicable state and federal laws pertaining to students should also be directed to the Disability Services Office

2. Applicant Responsibilities

Applicants for employment requiring accommodation due to a disability should contact the MHCC Office of Human Resources (HR). Reasonable accommodation can be available in the application / interview process upon request, but applicants are not required to disclose a disability until the College makes an offer of employment.

3. Employee Responsibilities

College employees are to seek support for ADA compliance and its application to their position duties from the College's Human Resources Office. The Disabilities Services Office may be an additional source of information and resources.

The law requires an employer to make a reasonable accommodation only to the known limitations of an otherwise qualified individual with a disability. Accordingly, it is the responsibility of employees to inform their manager or other College manager that an accommodation is needed to perform the essential job functions.

All College employees are accountable for ensuring that any content they post on web-based platforms are is compliant with current ADA regulations and is accessible to students and employees with disabilities. This applies to web-based platforms owned by the College and/or by an outside, third-party vendor. Online instructional courses will only to be provided through MHCC approved, standard Learning Management Systems (LMS.)

Staff and faculty will ensure that any information posted on any MHCC online platforms for student use is ADA compliant. This includes but is not limited to: course/class materials, videos, links to videos or other online information and all posted documents. Content posted on MHCC's web site will be ADA compliant. Content found not to be ADA compliant will not be posted. The MHCC Office of Information Technology will assist employees to help them meet this requirement.

Purchases of software will follow all MHCC approved procedures for purchasing, as managed by Administrative Services. Statements of ADA compliance will be obtained prior to purchase and/or included in new contracts.

Any exceptions to this Administrative Regulation, or parts within, requires written approval from the ADA Compliance Officer, Disabilities Services Coordinator/Counselor, The College President, Vice President of Instruction or Vice President of Student Development.

- See more at: <http://www.mhcc.edu/AR-1100-B/#sthash.Wj73kQy0.dpuf>

2. Hospitality and Tourism Management is an associate degree program designed to prepare students for careers in the hospitality and tourism industry. The curriculum includes instruction and training in hotel, travel, recreation, tourism, food service, convention and meeting planning, culinary and related service industries.

- See more at: <http://www.mhcc.edu/Hospitality/#sthash.LRXGhIV0.dpuf>

The Mt. Hood Community College Hospitality and Tourism program offers tremendous opportunities to the student who is interested in a four-year degree.

This curriculum is recommended for students interested in transferring to Portland State University's Business Administration Bachelor of Science Degree Program.

- See more at: <http://www.mhcc.edu/Hospitality/#sthash.LRXGhIV0.dpuf>

Hospitality and Tourism Management is an associate degree program designed to prepare students for careers in the hospitality and tourism industry. The curriculum includes instruction and training in hotel, travel, recreation, tourism, food service, convention and meeting planning, culinary and related service industries. In addition to formal instruction, cooperative education internships are an integral part of the program and allow for on-the-job experiences in a wide variety of settings and occupations directly related to each student's career objectives. - See more at:

<http://www.mhcc.edu/HospitalityTourismManagementCurriculum.aspx#sthash.XPx8QHrr.dpuf>



## Element 5: Professional Development

*Professional Development for POS teachers should be designed on the needs identified by data, and should focus on continuous improvement of student opportunities within this POS.*

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. No unchecked boxes.
- B. The CTE /Measure 98 Coordinator of Beaverton School District works with me on Professional Development trainings outside of the school district. Some example of Professional Development attended: CTSO Advisory conference, OFACS conference, NW Health & Nutrition Conference, Summer Ag Institute, Food Summits, ProStart Teacher trainings, MHCC meetings and National conferences. Inside the school we have professional development every Wednesday for 1.5 hours.
- C. Planned joint professional development ventures for HS teachers are ProStart annual teacher workshops, OFACS state conference, and MHCC meetings; regional trainings are ProStart teacher trainings, AFACS conference and ACTE conference.

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](mailto: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](mailto:POS.Application@ode.state.or.us).

<b>Name of CTE POS</b>	Hospitality and Tourism Program of Study
<b>Name of Secondary School</b>	Mountainside High School
<b>Name of Community College</b>	Mt. Hood 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.	
<b>Secondary School District Administrator Signature</b>		<b>Date:</b>
<b>Administrator's Name</b>	Cindy Russell	

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

<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.	
<b>Community College Administrator's Signature</b>		<b>Date:</b>
<b>CC Administrator's Name</b>	Enter CC Administrator's Name	

<b>For Regional Coordinator Use Only</b>	
<b>Recommended Status:</b> <input type="checkbox"/> <b>RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)</b> <input type="checkbox"/> <b>DISAPPROVED (and returned for revision)</b>	
<b>Regional Coordinator Signature</b> Select Regional Coordinator Name	<b>Date:</b> _____

<b>For ODE Use Only</b>	
<b>Approval Status:</b> <input type="checkbox"/> <b>FINAL STATE APPROVAL (Perkins Eligible)</b>	
<b>Education Specialist Signature</b> Select Specialist Name	<b>Expiration Date:</b> _____ <b>Date:</b> _____

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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. 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., "OregonTownHSAAddendum1."
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](mailto: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 2<sup>nd</sup> 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](mailto: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***

**(You may delete this page before submitting this application.)**