Career and Technical Education
Program of Study Application
2017 Version
(Full Application)

Directions—please enter information into ALL the fields in this application. If you have technical problems with this application, contact Ron Dodge POS.Application@state.or.us.
(For detailed information on how to complete this application consult the Guide to Using the Oregon CTE Program of Study Application 2017.) DEADLINE for submission: June 30, 2017; (Early Bird: April 28, 2017)

CTE POS—Title: Health Science Fitness Training & Sports Medicine
Career Area: Health Sciences--HS
Cluster Area (& appropriate secondary CTE licensure): HS--Health Sciences
Focus Area (if applicable): Fitness
Secondary CIP Code: (Link to CIP website) 51.0913 (6 digit)
Community College CIP Code: (Link to CIP website) 34.0199 (6 digit)

Secondary School Name: Hillsboro High School
Secondary School ID Number: (Link to ID lookup) 1201
Secondary Teacher Name Email Current CTE License
Stacey Hutchinson (Lead Teacher) (Lead Teacher) hutchist@hsd.k12.or.us Select Current Teacher CTE Endorsement
Brian Pendergrass pendergb@hsd.k12.or.us Health Sciences CTE-II

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA. 2CREG002
CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA. AAMA001 and OSBN002

Primary Oregon Community College Name: Portland Community College
(Contact POS.Application@state.or.us to add multiple colleges)
College Point of Contact: PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s): Medical Assisting/Nursing
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/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k

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

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

DEADLINE for submission: June 30, 2017
CTE POS Course Lists—Secondary

Directions:
1) Please list below the CTE Program of Study Secondary Courses in which the instructor will:
   • Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
   • Assess and record student achievement of those standards
2) Mark as “TSA” those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.
   Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required

Secondary Core CTE Courses (Please be complete; this information will be entered into the CTE Program Update database and all fields are required)

<table>
<thead>
<tr>
<th>TSA* Required</th>
<th>School Course #</th>
<th>Secondary Course Name</th>
<th># of Credits</th>
<th>5-digit NCES Code</th>
<th>Course Description (brief) (boxes below will expand)</th>
<th>Articulating College (if applicable)</th>
<th>College Course #</th>
<th>College Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08051 51 &amp; 08051 52</td>
<td>Health</td>
<td>1</td>
<td>08051</td>
<td>This course covers concepts and skills necessary for attaining and maintaining personal wellness (the combination of physical, mental/ emotional, and social health) throughout one’s life. Emphasis is placed on health promoting behavior as the most effective measure for preventing premature death and disease and leading a fulfilling and productive life. Concepts covered include: alcohol, tobacco, and other drug prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; sexual health promotion; unintentional injury prevention; and violence and suicide prevention. Skills for accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision-making, and advocacy are taught and/or practiced in a health context to promote lifelong wellness. This class</td>
<td>Select College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Prerequisite Course Code</td>
<td>Description</td>
<td>College</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08053</td>
<td>Health Foundations</td>
<td>0.5</td>
<td>08053</td>
<td>This course provides an introduction to the area of health services and health-related fields. Students learn medical terminology, basic anatomy, physiology, athletic training techniques, sports injuries, and prevention. Students will also study CPR/First Aid and receive American Red Cross cards after completion.</td>
<td>Select College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08017</td>
<td>Fitness Training &amp; Sports Medicine</td>
<td>1</td>
<td>08017</td>
<td>This course is for students interested in pursuing careers in the Health Services field, including Sports Medicine and personal training. Topics of study include anatomy and physiology, kinesiology, exercise physiology, sports nutrition, injuries and assessment, and program design. The last term includes an internship, research paper, and oral presentation.</td>
<td>Select College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03063</td>
<td>Intro to Bioscience Technologies</td>
<td>1</td>
<td>03063</td>
<td>Introduction to Biotech careers, bioethical issues, and basic biotech lab techniques.</td>
<td>Portland Community College BIT102 BIT105 BIT107 BIT109 Current Topics in Bioscience Technology Safety in the Bioscience Workplace Bioscience Lab Math Basica Laboratory Techniques &amp; Instruments</td>
<td>Select College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student*
CTE POS Course Lists—Post-Secondary

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

<table>
<thead>
<tr>
<th>Name of Certificate or Degree Program</th>
<th>Medical Assisting/Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest award available in Program:</td>
<td>AAS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Course #</th>
<th>Post-Secondary Course Name</th>
<th>Number of Credits</th>
<th>Accelerated College Credit/College Now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA112</td>
<td>Medical Office Assistant Seminar I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MA117</td>
<td>Medical Office Administrative Procedures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MA118</td>
<td>Medical Office Administrative Procedures Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HE113</td>
<td>First Aid &amp; CPR/AED Professiona Rescuers/HealthCare providers</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MA180</td>
<td>Coding and Reimbursement</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MA131</td>
<td>Introduction to Medical Science</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MA120</td>
<td>Introduction to Clinical Phlebotomy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MA122</td>
<td>Medical Office Assistant Seminar II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MA132</td>
<td>Medical Office Assistant Seminar III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIT102</td>
<td>Current Topics in Bioscience Technology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIT105</td>
<td>Safety in the Bioscience Workplace</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIT107</td>
<td>Bioscience Lab Math</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIT109</td>
<td>Basic Laboratory Techniques and Instruments</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at [http://www.ode.state.or.us/search/page/?=3584](http://www.ode.state.or.us/search/page/?=3584) (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

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 2017 for details about how to use Addenda if submitting supporting documents or files.)

Element 1: Standards & Content

This POS design includes:

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

- Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2017, 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: Crosswalk:
https://docs.google.com/spreadsheets/d/1KGkTl7hQnB8o5XJbXC1CGzQc_CMFAfH55dC8eafOzA/edit#gid=1530152736
B. In progress with PCC to align with programs offered at the community college. Link: https://docs.google.com/spreadsheets/d/1KGkTt7hQnB8o5XJbXC1CGzQc_CMFAfH55dC8eaifOzA/edit?usp=sharing

C. Attached Syllabi and we have 5 local higher educational schools who offer similar programs: Portland Community College, Oregon State University, Washington State University, Portland State University, George Fox, Lane Community College.

Fitness Training & Sports Medicine: https://docs.google.com/document/d/18mgEnxUApqKSXjMnlzrDaCG1fP91KPYyMMJweM4Rw4/edit
Health Foundations: https://docs.google.com/document/d/1g6MVZ-uWeMN5IEnu5jqeHT95FNXIkpKnDZM2i9VSXt0/edit

D. Attached is the senior project portfolio requirements which requires students to work in the career related health field and complete pertinent assignments to meet industry standards and connect educational pathway to entry into career field.

Portfolio: https://docs.google.com/document/d/1f59v_hlZ01RcYBFGOOTpbqGKNIQ9xGEN0LVPQUTEF4/edit
Educational Pathway (pg. 15-29)
Internship (pg. 31-39)
Research design and paper (pg. 42-72)

E. Currently, I am involved in the Hillsboro School District high school career area learning advisory committee.
Element 2: Alignment and Articulation

The alignment of this POS includes:

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

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2017, 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. A. Students will use the Health Occupations roadmap to plan out their pathway starting in their sophomore year of HS. (https://docs.google.com/spreadsheets/d/1KGkTt7hQnB8o5XJbXc1CGzQc_CMFAfH55dC8eaifOzA/edit?usp=sharing).

B. Aligning program with Portland Community College. https://www.pcc.edu/programs/health/

C. Currently working on articulation.

D. Thru the program of study using the roadmap;
1. Students will continually learn and progress through each course and course material in knowledge and skills as they are ready. They will be assessed regularly to check for understanding and skill proficiency and provided multiple opportunities to meet each requirement.
2. They will earn high school credit and potential career credit as they meet skill requirements.
3. Students through coursework, internships, skill preparatory work, and guest speakers will be able to connect the educational preparation into entry of desired career.
Element 3: Accountability & Evaluation

In this POS design:

- A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon’s State Plan (re: Data Collection)
- B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
  - Assistance in evaluating program vision, goals and priorities
  - Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
  - Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
- C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions
- D. Students have the opportunity to learn in a contextual career related environment that allows them to:
  - Monitor their own progress through their demonstration of attaining technical and academic skill standards
  - Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
  - Adapt their program to meet personal goals based on industry requirements and performance outcomes

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2017, 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./B. Currently we (Health Sciences within district) are meeting as an advisory committee to move the programs forward and work with industry professionals to make sure that our programs are prepping our students for industry entryway. Currently, we are planning a summit where we bring in pertinent industry leaders to review current standards within classes and get feedback from them on what our students need to be industry ready. This should happen within the 2017-18 school year.

Meeting minutes from two district Health Advisory Committee meetings during 2016-17 school year:
- December 2016: https://docs.google.com/document/d/1AuS-dKJSLSRRVCrOfvquIMhDAT13zOkhxj1Wfy7LYs/edit
- February 2017: https://docs.google.com/document/d/1BUdw8HNJkEx-cyNsBSgabyE2GJJrRF8_28zpRbAk/edit

C. Data will be taken in multiple forms. Short term data on career interests enrolled and internships given, formative & summative assessments within the actual class curriculum, and long term data on college enrollment in career field. Data must be kept on students career field interests to make sure
the curriculum is meeting industry standards for relevant careers within school. It also must be kept on student growth and improvement within curriculum based on formative and summative assessments. Finally, following up with students who have graduated the program and moved on to college and/or career to receive feedback on effectiveness of preparation. Through these forms of data, we will be able to better understand the needs of our program to prepare them for future careers and meet industry standards.

D. Currently, students perform several tasks within the Fitness Training & Sports Medicine class to prepare them for the next steps of entry college and/or career. Alongside curriculum that includes, medical terminology, anatomical terms and movements, muscular and skeletal systems, and exercise physiology, they are required to complete a year long project (part of their senior project) where they dive deep into their career interests. The project is broken up into three parts; Educational Plan & Pathway, Internship, Research. Below I have broken down each part:

Link:
https://docs.google.com/document/d/1f59v_hiZo1RcYBFGOOTpbqGKNiQ9xGEN0LVTPqUTEF4/edit

1. Educational Plan & Pathway
   a. Resume (pg 16-17)
   i. This is used to place a student in an Internship
   b. Cover Letter (pg. 18-20)
   i. This is used to place a student in an Internship
   c. Career Exploration (pg. 23-25)
   i. 5 part assignment
   1. Researching 3 careers in detail including what the job entails, what education is needed (schools that they can attend and what degrees they need), licensing needed, income, and related careers. They are required to research at least one school that does not require a 4 year degree.
   2. Reflection on which career they believe best fits them and why
   3. College Search; research 4 schools that have their desired career including what requirements they have, cost, GPA/SAT/ACT requirements, application deadline, why it is a good fit for them. They are required to research at least one public school and one private school.
   4. Scholarships; must find and apply to four scholarships that they are eligible for.
   5. SMART Goals: students create 5 SMART goals as it pertains to the long term (from current status as a new senior on to college/career and the next 3-4 years). With those 5 goals they must create 5 steps for each on what they need to do to meet those goals.
   d. Educational Plan (pg. 26)
   i. Students create a page long reflection of their next steps within the process of becoming college and career ready. They reflect on where they are at currently, what they need to do, and where they see themselves after graduation.
Element 4: Student Support Services

In this POS design:

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

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

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

☒ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
   ☒ 1) One of the state chartered CTSO’s: ☐ DECA, ☐ FBLA, ☐ FCCLA, ☐ FFA, ☐ FNRL, ☒ HOSA, or ☐ SkillsUSA or
   ☒ 2) Another local or national organization that meets the criteria listed in the ODE Student Leadership criteria document.
   • The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
     ☐ Context related instruction, career development, and practical assessment
     ☐ Community-based learning experiences
     ☐ Organizational management and administrative experiences

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2017, 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. When entering the Health Services pathway students have to complete the following courses with a passing grade: Health 2 (10th grade; .5), Health Foundations (11th grade; .5), Fitness Training & Sports Medicine (12th grade; 1.0). They also must complete .5 credits in either Strength Training. Advanced Strength Training or Aerobics and take 1.0 of Anatomy & Physiology. They also must meet regular graduation requirements as aligned by the State of Oregon. The Health Occupations road map will be a resource for students to follow to meet all of these requirements.
Roadmap:
https://docs.google.com/spreadsheets/d/1uiDangHRwPM6uq7tc_ckvLauaXC_KcCFkJyCm2M20c/edit#gid=236282109

B. Every student is educated and informed about CTE pathway options and given guidance on how to choose their pathway program and what expectations (classes) they must take throughout their time in HS. Guidance is given by grade level counselor and College & Career Counselor during their Health 2 class at the end of their Sophomore year of school. We work directly with our Dual Credit coordinator, as well, to allow students to earn dual credit in First Aid/CPR during Health Foundations (Junior year).

C. The Hillsboro School District, Hillsboro High School, counselors, and I, as the overseeing teacher of this pathway, abide by all rules/laws associated with allowing students equal access to all classes within this pathway. In the classroom, counselors and I work directly with case managers for SPED students to support their individual needs and differentiate based on those needs. Students with disabilities will be able to utilize necessary accommodations as identified on their IEP throughout the entire program. All students regardless of race, color, sex, religion, age, or disability will have access to this career pathway.

D. This upcoming 2017-2018 school year, we will be starting a chapter of HOSA at Hillsboro HS to help support the Health Services CTE program. We will utilize advisory time to support meeting times and to make it accessible to all students within the school day.
Element 5: Professional Development

The planned professional development for this POS will:

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

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2017, 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-E. The Perkins grant will be used to attend the 2017 ACTE Conference the first week of December. This conference will allow me to expand my knowledge and meet with industry professionals. With this experience, the knowledge and materials obtained will be used directly in the classroom to build lessons and gather materials to give students the opportunity to work within the classroom on topics that allow students to meet CTE and industry standards.

Professional development will be provided within our district health services advisory committee, meeting with industry leaders regularly (and through the planned summit), and by bring in industry leaders to present to classes.

Hilhi also is receiving a donation of physical fitness equipment from Nike (expected within next few weeks - end of June start of July) including treadmills, ellipticals, etc. that will be placed in a "lab" like location and used by the Fitness Training & Sports Medicine students to be able to complete real lab work within the class curriculum on physical fitness and fitness assessment.
**Certificate of Assurance**

<table>
<thead>
<tr>
<th>Name of CTE POS</th>
<th>Health Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary School</td>
<td>Hillsboro High School</td>
</tr>
<tr>
<td>Name of Community College</td>
<td>Portland Community College</td>
</tr>
</tbody>
</table>

**SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

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

**Secondary School District Administrator Signature**

Administrator’s Name

Date:

**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

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For Regional Coordinator Use Only

**Recommended Status:**

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

**Regional Coordinator Signature**

Date:

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For ODE Use Only

**Approval Status:**

- [ ] FINAL STATE APPROVAL (Perkins Eligible)

**Expiration Date:**

**Education Specialist Signature**

Date:

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

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

1. **Do not send PDF applications.** Please send in original Word format.
2. Be sure you are using the correct year’s application from ODE’s website.
3. Create a file (main folder) for storing all documents to be submitted.
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., “OregonTownHSAccounting2016.”
5. Create subfolders clearly named for each Element’s Addendum that you are including with the application, e.g., “OregonTownHSAccounting2016Addendum1,” “OregonTownHSAccounting2016Element1,” or “OregonTownHSAccounting2016StandardsContent.”
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element’s Addendum folder, e.g., “OregonTownHSAddendum1.”
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. (Please name documents and folders so that they are clearly identified.)
8. Each application needs to include a completed Assurance page with all signatures included on one page—please, no duplicate Assurance pages with partial signatures. (For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
   a. Submit each POS application main folder with its subfolders one POS at a time.
   b. Use the electronic download process using ODE’s FTP portal. Go to the ODE Secure File Transfer site (https://district.ode.state.or.us/apps/xfers/) and follow the online directions for sending your POS folder to POS.Application@state.or.us. For technical help with this procedure, call Kenzie Mozejko—503-947-5636.
   c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.

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

**DEADLINE for submission: June 30, 2017**

**Early Bird deadline (assures feedback before teachers leave for summer): April 28, 2017**

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