**Career and Technical Education**

**Program of Study Renewal**

**2017 Version**

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<table>
<thead>
<tr>
<th>CTE POS—Title:</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Area:</td>
<td>Business Management--BM</td>
</tr>
<tr>
<td>Cluster Area (and CTE licensure)</td>
<td>BM--Marketing</td>
</tr>
<tr>
<td>Focus Area (if applicable):</td>
<td>Marketing</td>
</tr>
<tr>
<td>Secondary CIP Code: (Link to CIP website)</td>
<td>521401. (6 digit)</td>
</tr>
<tr>
<td>Community College CIP Code: (Link to CIP website)</td>
<td>52.1801 (6 digit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary School Name:</th>
<th>Tigard High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School ID Number:</td>
<td>1146</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Teacher Name:</th>
<th>Email</th>
<th>Current CTE License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Suttich</td>
<td><a href="mailto:ssuttich@ttsd.k12.or.us">ssuttich@ttsd.k12.or.us</a></td>
<td>BM--Marketing</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2AREG025</td>
<td>10REG002</td>
</tr>
</tbody>
</table>

**Primary Oregon Community College Name:** (Contact POS.Application@state.or.us to add multiple colleges)

<table>
<thead>
<tr>
<th>Portland Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Point of Contact:</td>
</tr>
<tr>
<td>Community College CTE Program Title:</td>
</tr>
<tr>
<td>Community College Award:</td>
</tr>
</tbody>
</table>

**Visual/Roadmap:** (Insert link, or identify location where sample of visual can be found)


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**Regional Coordinator/Contact:**

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

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CTE Program Of Study …2017 Application (continued)

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.)

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

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.

<table>
<thead>
<tr>
<th>Sec</th>
<th>Psec</th>
<th>Evidence/documentation location (check those that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>Links to documentation are included in Comments box below</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>Description of where documentation can be found is included in Comments box below</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>Actual Student Support Services documents are attached to this 2017 CTE POS Renewal form</td>
</tr>
</tbody>
</table>

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.)

EVIDENCE OF ITEMS BELOW CAN BE FOUND AT:
http://ths.ttsdschools.org/pages/TigardHS/Academics/Counseling/College_and_Career_Center

A.Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including
CTE Program Of Study … 2017 Application (continued)

career and job market information, and college program information. We provide information from Oregon Employment Department Career information to students on career trends:
https://www.qualityinfo.org/home

We have students take career interest surveys to find careers that match their interests and then research a career:

Tigard High roadmap for students:
https://docs.google.com/a/ttsd.k12.or.us/spreadsheet/ccc?key=0Ai61ZEn3SbtzdDhTM1VMXzV5V09pbEtVeDNjrRHJCLVE#gid=0

B. The Hillsboro Chamber of Commerce provides career days to Tigard-Tualatin School District students that my students attend: http://www.hillchamber.org/stw

Portland Workforce Alliance in association with Adidas has a career day on product development, product marketing, social media, etc. that students attend:

Nike has a design academy for shoe design and marketing:
http://www.sportscareerconsulting.com/past_events.php

I have various guest speakers from the Portland Art Institute, ITT tech as well as Nike come speak to my students about careers in marketing, design, etc.

Students participate in CTE POS specific career related learning experiences or related work experience. Students are hooked up with various internships and job shadows throughout the year.

http://www.oregonlive.com/tigard/index.ssf/2012/09/tigard_high_marketing_students.html Tigard marketing students are able to attend a day at Nike every year where they hear from guest speakers from various departments, tour the campus, enjoy lunch on campus and participate in a shoe design competition. Yearly event at Nike campus in Beaverton. Students run a double-header basketball event every January where they are responsible for putting on the entire event. Plan it, market it, obtain sponsorships, design t shirt, run concessions, design and run half time competitions, procure items for raffle, etc.

http://www.oregonlive.com/tigard/index.ssf/2010/01/tigard_high_class_engages_students_in_academics_through_sports_marketing.html

http://blog.oregonlive.com/mytigard/2011/01/jam_the_jungle_at_tigard_high_school.html Oregon Department of Education

C. Students’ education planning is developed around information specific to this CTE Program of Study.

Students earn a cord for graduation for completing 3.5 credits of business classes. Students use the curriculum guide to plan their high school courses into a four year plan.

http://ths.ttsdschools.org/files/_aRBvC_/0f54aa40b7e272aa3745a49013852ec4/2017-2018_Curriculum_Guide.pdfIN

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Students can participate in FBLA all the way to the state competition and national competition. Students hear from the representative of Young Entrepreneurs Business Week and we give out three $100 scholarships to attend this week each year. http://www.yebw.org/ Sports Marketing 2 students prepare a marketing plan for the double header basketball event in January.

Students are able to participate in business simulation software: Sports and entertainment:
http://www.knowledgematters.com/business-simulations/virtual-business-sports/ Business retailing:

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. Scholarship information is given every week on our daily announcements. The career center has a database of all available scholarships available that is updated weekly.

http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center/Scholarship Websites for college planning, college websites, Hispanic sites, and other college information is on our career website.

http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center/Scholarship/Helpful_Websites

Students research a college or post secondary school of choice for their career interest, getting information on the school, tuition, majors, housing options. Etc.

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. Many guest speakers that come from the marketing fields and sports marketing
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. 8th grade parent night takes place every spring where the business recruitment flyer is available to all participants. The counseling department also hands out the flyer when they visit all the middle schools for 8th grade forecasting. All students have access to the Tigard High School curriculum guide. See link above.

I partner with the AVID instructor to recruit students for business and marketing classes. Accommodations are made to assure students with special needs can participate in this CTE POS. Wheelchair access to classroom is available as well as a special chair as needed for students with special needs. (We had a student with dwarfism this semester that we had a special chair for her to reach the computers)

Differentiated instruction is used in all classes.

H. We follow all accommodations for students on IEP’s, ESI and with 504 needs. Student Services provide assistance as needed.

http://ths.ttsdschools.org/pages/TigardHS/Academics/2128238942709473970

1. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.

Preparing for College Guide and Workbook is ordered in Spanish.

http://www.ecmc.org/details/opportunities.html

I have taken SIOP training and use their strategies in the classroom.

Students are provided access to ESL Center and instructor as needed for classroom assignments and tests.

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
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/
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

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 as 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, extra-curricular opportunities, and available college resources.

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

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

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

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

Postsecondary TSA: 10REG002

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

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 as 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, extra-curricular opportunities, and available college resources.

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

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

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

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

Postsecondary TSA: 10REG002
Secondary TSA: 10REG002
Certification of Assurance

Direction: 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 Nakeia Daniels at: POS.Application@state.or.us.

<table>
<thead>
<tr>
<th>Name of CTE POS</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary School</td>
<td>Tigard 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.

<table>
<thead>
<tr>
<th>Secondary School District Administrator Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator’s Name</td>
<td>Andy Van Fleet</td>
</tr>
</tbody>
</table>

**LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

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

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

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

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

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

**For Regional Coordinator Use Only**

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

Regional Coordinator Signature  
2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

**For ODE/OCCWD Use Only**

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

Education Specialist Signature  
Ron Dodge

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., “OregonTownHSAccounting2017.”
5. Create subfolders clearly named for each Element’s Addendum that you are including with the application, e.g., “OregonTownHSAccounting2017Addendum1,” “OregonTownHSAccounting2017Element1,” or “OregonTownHSAccounting20171StandardsContent.”
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., “OregonTownHSAccounting2017.”
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 form—please, no duplicate pages with partial signatures.
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 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 30, 2017

Checklist before submitting:

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