Office of Educational Improvement and Innovation
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5600
Fax 503-378-5156
http://www.ode.state.or.us/go/cte/

DEPARTMENT OF EDUCATION
OREGON

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Learning that works
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COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

Oregon Department of Community Colleges and Workforce Development
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-378-8648
Fax 503-378-3365
http://www.odccwd.state.or.us/prgapproval/

Career and Technical Education
Program of Study <u>Renewal</u>
2016 Version

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

Step 2 – Complete this **2016 CTE POS Renewal form** (make sure all items are complete)

a) Program ID Page (Page 1 of this Form) complete

b) Provide a link to Career Pathway visual (on Page 1 below

c) Complete CTE Course-to-Standards Crosswalk Matrix (use one of the ODE Cluster templates, or a similar local form); attach matrix to this **2016 CTE POS Renewal form**

d) Indicate on the Matrix (above) those courses that trigger the Technical Skill Assessment(s); identify the TSA on Page 1 of this **2016 CTE POS Renewal form**

e) Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)

f) Print out Assurances page, secure signatures, and scan as attachment to this **2016 CTE POS Renewal form** (or fax to ODE – 503-378-5156, c/o Nakeia Daniels)

Step 3 – Submit this **2016 CTE POS Renewal form** and attachments to Regional Coordinator for <u>field approval</u>

Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed **2016 CTE POS Renewal form** and attachments

Step 5 – Forward appropriately completed and <u>field approved</u> **2016CTE POS Renewal form** and attachments to ODE at this email address: POS.Application@state.or.us . (Use the FTP process for large files.) **DEADLINE: June 30, 2016.**

CTE POS—Title:	Culinary
Career Area:	Business Management--BM
Cluster Area (& appropriate secondary CTE licensure):	BM--Hospitality Tourism (Hospitality Tourism)
Focus Area (if applicable):	Restaurants Food Beverage Services
Secondary CIP Code: (Link to CIP website)	52.0909 (6 digit)
Community College CIP Code: (Link to CIP website)	52.0901 (6 digit)

Secondary School Name:		**Tualatin High School**
Secondary School District:		Tigard Tualatin School District
Secondary School ID Number:		**1301**
Secondary Teacher Name:	**Email**	**Current CTE License**
Heidi Larson	hlarson@ttsd.k12.or.us	HR--Hospitality Tourism

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	ACF004

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	PROS001

Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Mt. Hood Community College
College Point of Contact:	MHCC Christie Plinski christie.plinski@mhcc.edu
Community College CTE Program Title:	Hospitality and Tourism Management
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	See attached document or http://www.pcc.edu/prepare/head-start/pactec/teachers/POS/approved-pos/documents/TualatinCulinaryArtsPOSRoadmap.pdf

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

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 - <u>and/or</u> -
2) Enclose (as links in the Comments box below or as attachments) documents that demonstrate Student Support Services that you provide specifically for students studying in this CTE Program of Study (both **Sec** and **Psec**)

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

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

Evidence
*During an ODE/CCWD audit, you may be asked for documentation or evidence of meeting the expectations listed above. Indicate where documentation may be found by providing links in the Comments box below, or by describing where documentation is kept, or by attaching documents to this **2016 CTE POS Renewal form**.*

Sec	Psec	Evidence/documentation location (check those that apply)
☒	☒	Links to documentation are included in Comments box below
☒	☒	Description of where documentation can be found is included in Comments box below
☒	☒	Actual Student Support Services documents are attached to this **2016 CTE POS Renewal form**

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

Links:

http://www.ttsdschools.org/files/_HfAQh_/36e044ece74a68e73745a49013852ec4/Resource_Guide.pdf
http://www.ttsdschools.org/files/_FXCLG_/976abab221574b463745a49013852ec4/2015_TTSD_TAG_Plan.pdf
http://www.ttsdschools.org/files/_ILFeR_/5ef50be9500c997d3745a49013852ec4/2015-16_SRRH_English_for_web.pdf
http://tuhs.ttsdschools.org/files/_CEBPQ_/aae9507515379b1a3745a49013852ec4/APG_2015-16_FINAL.pdf
http://tuhs.ttsdschools.org/pages/Tualatin_High_School/Academics/Alternative_Education
http://tuhs.ttsdschools.org/files/_6UB4O_/c4f234035e30a1123745a49013852ec4/Procedural_Rights_for_504.pdf
http://tuhs.ttsdschools.org/pages/Tualatin_High_School/Academics/Counseling

http://www.ttsdschools.org/files/_eCEzd_/29c73599077bbb583745a49013852ec4/ACA_Americans_with_Disablities_Act.pdf

https://sites.google.com/a/ttsd.k12.or.us/tuhs-culinary-arts/

TSA Link:
http://www.nraef.org/students/exams

Students receive counseling services for guidance in their high school career paths as part of the regular services to provided to all of our students at Tualatin High School. Students also take an introductory class as a Freshmen that helps them to explore support services and the career center, use technology and plan their education and career path at Tualatin H.S. All students at TuHS have multiple, built-in opportunities to meet with counselors and the school-to-career counselor to provide information about courses that match students' interests. I meet with the counselors regularly to advise them on the POS and how to best support students interested in the hospitality industry. Students in the Culinary POS receive on-going support, direction, and guidance regarding their career and college options in the hospitality industry.

Students are also given additional support services for learning disabilities through the counseling office. As the instructor, I am trained in ESL, differentiation, and I use proficiency-based grading, which allows students of all learning styles to be accommodated and successful in the Culinary classes.
Fortunately, the TuHS POS is attracting all levels of the student body, ranging from Special Education students to TAG students, to students of color that represent the minorities at TuHS. The classes are made up of about a 50/50 ration of males and females. This has happened because of recruitment opportunities for students and parents who see our program through catering, fundraising and competitions. Students also have the opportunity to visit Mt. Hood Community College and connect with counselors, professors and students from the hospitality program.
Students have multiple leadership opportunities through the TuHS Culinary POS. Students have leadership opportunities to manage and plan catering events, cafes, and competitions. Students also have the opportunity to be involved with FBLA and the Advanced Business Procedures class where they work to produce, market, and sell products. Student leadership opportunities are diverse and unique to fit individual student interests, while overlapping with other CTE programs. The MHCC hospitality program has a very specific leadership team that guides their program, fundraisers and students clubs.

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

he 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

Secondary TSA: PROS001
Post Secondary TSA: ACF004

Directions. After filling in all the appropriate fields in this form, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. **All signatures must be on one form**. Submit signed Assurance form to Nakeia Daniels at POS_Application@state.or.us.
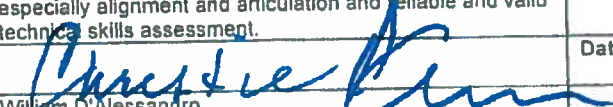
Certification of Assurance

Name of CTE POS	Culinary (same as on Page 1)
Name of Secondary School	Tualatin High School
Name of Community College	Mt. Hood Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
Secondary School District Administrator Signature	*Dan Barnard (signature)*	Date: 5-31-16
Administrator's Name	Darin Barnard	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature	*(signature)*	Date: 5-27-16
Advisory Committee Member's name	Andrea Phillips	

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	*(signature)*	Date:
CC Administrator's Name	William D'Alessandro	

For Regional Coordinator Use Only

Recommended Status:
☒ RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
☐ DISAPPROVED (and returned for revision)

(signature)

Date: 6/29/16

Regional Coordinator Signature

For ODE/OCCWD Use Only

Approval Status:

☐ FINAL STATE APPROVAL (Perkins Eligible)

Expiration Date: ____

Date: ____

Education Specialist Signature

Submission Process

Instructions

Submit <u>complete</u> 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 <u>ODE's website</u>.**
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., "Addendum1, Element1,"" or "1StandardsContent."**
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 form—please, no duplicate pages with partial signatures.**
   (For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
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 (<u>https://district.ode.state.or.us/apps/xfers/</u>) and follow the online directions for sending your POS folder to** <u>POS.Application@state.or.us</u>**. For technical help with this procedure, call Ron Dodge—503-947-5653, or Nakeia Daniels—503-947-5636.**
    c. **Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Nakeia Daniels, Oregon Department of Education, PSB 2ⁿᵈ Floor, 255 Capitol St. NE, Salem, OR 97310.**

DEADLINE for submission: June 30, 2016

<u>Checklist before submitting:</u>

☒	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.**)**