Career and Technical Education
Program of Study Application
2016 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—503-947-5653, ron.dodge@ode.state.or.us.)
(For detailed information on how to complete this application consult the Guide to Using the Oregon CTE Program of Study Application 2016.) DEADLINE for submission: June 30, 2016

CTE POS—Title: Digital Media Pathway
Career Area: Arts, Information, Communication--AIC
Cluster Area (& appropriate secondary CTE licensure): AIC--Info Communication Tech (ICT)
Focus Area (if applicable): Digital Media
Secondary CIP Code: (Link to CIP website) 10.0303 (6 digit)
Community College CIP Code: (Link to CIP website) 10.0303 (6 digit)

Secondary School Name: Beaverton High School
Secondary School ID Number:

Secondary Teacher Name | Email | Current CTE License
--- | --- | ---
Casi Yost (Lead Teacher) | casi_yost@beaverton.k12.or.us | AIC--Information Communications Technology
Paul Webb | paul_webb@beaverton.k12.or.us | AIC -- ICT
Nadia Hasan | nadia_hasan@beaverton.k12.or.us | AIC -- Business & Marketing

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA. 15REG015

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA. 15REG027

Primary Oregon Community College Name: Portland Community College
(Contact Nakeia Daniels or Ron Dodge to add multiple colleges)
College Point of Contact: PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s): Multimedia
Community College Award: Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found) http://yostca.weebly.com/digital-media-pathway.html

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, 2016
### 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>F271</td>
<td>Computer Graphics 1</td>
<td>.5</td>
<td></td>
<td>This course expands on basic graphic design principles to introduce the features of Adobe's digital image development software. The course highlights the image-editing features and techniques of Adobe Photoshop and Illustrator to create and refine graphics and to interface efficiently in the production of web images and assets.</td>
<td>Portland Community College</td>
<td>CAS 118</td>
<td>Intro to Photoshop</td>
</tr>
<tr>
<td>❑</td>
<td>F272</td>
<td>Computer Graphics 2</td>
<td>.5</td>
<td></td>
<td>This course expands upon digital design skills learned in Computer Graphics 1 and introduces Adobe Flash to build and edit animation and graphics using the Flash Interface. Adobe InDesign (desktop publishing software) is utilized to create effective publications such as print and digital announcements, fliers, advertisements, and reports. This course covers the processes to create, import and manipulate text and/or graphics through the use of software features.</td>
<td>Portland Community College</td>
<td>CAS 232</td>
<td>Intro to Desktop Publishing</td>
</tr>
<tr>
<td>❑</td>
<td>A431</td>
<td>Web Design</td>
<td>.5</td>
<td></td>
<td>Web design is an introductory course in which students will learn to create web pages and sites using both a text editor with HTML code and the web</td>
<td>Portland Community College</td>
<td>CAS 111D, 106</td>
<td>Beginning Website Development: Dreamweaver, Intro to X/HTML</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
<td>Institution</td>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>A411</td>
<td>Computer Applications 1</td>
<td>0.5</td>
<td>Computer Applications 1 provides an overview of basic computer applications including Microsoft</td>
<td>Portland Community College</td>
<td>CAS 133</td>
<td>Basic Computer Skills / Microsoft Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Windows, Microsoft Office (Word, Excel, PowerPoint, and Access), and integration of the applications. This course challenges students to work independently toward the goal of improving your computer literacy.</td>
<td></td>
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</tr>
<tr>
<td>F410</td>
<td>Digital Photography</td>
<td>0.5</td>
<td>In this course students will have an opportunity to develop knowledge and skills necessary to explore the art-related concepts of good photographic composition. In addition, students will practice computerized image manipulation in the digital darkroom using modern software systems.</td>
<td>Select College</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A231</td>
<td>Video Journalism</td>
<td>0.5</td>
<td>Students will learn media production through hands-on video projects. Class units include planning, camera operation, audio work, interviewing, copyright. Discussion includes story selection, information gathering and an introduction to broadcast equipment including professional cameras, soundboard, switcher, and broadcast graphics. Working in groups is essential as this class requires functioning in a supportive, collaborative and positive manner, just as demanded by the news reporting process.</td>
<td>Select College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Select College
Select College
Select College
Select College
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

<table>
<thead>
<tr>
<th>Name of Certificate or Degree Program</th>
<th>Multimedia (MM)</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>CAS 118</td>
<td>Intro to Photoshop</td>
<td>4</td>
<td>☒</td>
</tr>
<tr>
<td>CAS 232</td>
<td>Intro to Desktop Publishing</td>
<td>4</td>
<td>☒</td>
</tr>
<tr>
<td>CAS 111D, 106</td>
<td>Beginning Website Development: Dreamweaver, Intro to X/HTML</td>
<td>4</td>
<td>☒</td>
</tr>
<tr>
<td>CAS 133</td>
<td>Basic computer skills / Microsoft office</td>
<td>4</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)
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 2016 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 the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016 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: This POS is aligned with challenging academic standards that have been outlined in our crosswalk. They are directly aligned with the Oregon Skill Sets from ODE in the Information and Communications Technology cluster. This POS is aligned with challenging academic standards at the college level as the majority of the courses are articulated with Portland Community
Program of Study .... 2016 Application (continued)

College and their CCOG's. Any courses not currently articulated with PCC are in the process of becoming articulated and use the same outcomes listed by PCC. Students also collaborate with and are evaluated by industry professionals while solving real-world business and design problems for clients. Students will also develop a digital and physical portfolio of work that demonstrates their mastery of content as well as their critical thinking skills related to the course outcomes in addition to the TSA that is part of th POS. The crosswalk, curriculum, course choices, and outcome decisions were made using a collaborative process with business professionals, input from various departments including our College and Career Center, Administration, and others. The process and discussion for this POS included input from an advisory committee on career pathways, and was created as a way to mirror the outcomes and rigor students would receive with on the job training and coursework at the collegiate level as well as the demand for the specific high wage, high skill jobs in the digital media industry.

SOURCES:


Beaverton High School Pathways Page: https://www.beaverton.k12.or.us/schools/beaverton/academics/Pages/Pathways.aspx

Beaverton High School Student Support Page: https://www.beaverton.k12.or.us/schools/beaverton/for-parents/Pages/default.aspx

Beaverton School District Student Support Page: https://www.beaverton.k12.or.us/PS/Pages/Student-Services.aspx

Beaverton School District CTE documents: https://www.beaverton.k12.or.us/Pages/SearchResults.aspx?k=CTE

PCC Multimedia Program: http://www.pcc.edu/programs/multimedia/

Bureau of Labor and Stats - Motion Picture and Sound Recording industries: http://www.bls.gov/iag/tgs/iag512.htm


Bureau of Labor and Stats - Printing services, Data Imaging, and Printmaking Services and Industries: http://www.bls.gov/iag/tgs/iag323.htm


PCC Multimedia Catalog: http://catalog.pcc.edu/programsanddisciplines/multimedia/

PCC Course Content and Outcome for CAS111D Beginning Web Design: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=111D
PCC Course Content and Outcome for CAS118 Intro to Photoshop:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=118

PCC Course Content and Outcome for CAS232 and CAS233 Indesign and Illustrator:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=232
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=233

PCC Course Content and Outcome for MM230 Graphics for Multimedia:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MM&course=230

PCC Course Content and Outcome for MM260 Video Production:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MM&course=260
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 the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016, 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: Currently our Computer Graphics 1 & 2 courses are articulated with PCC and offer dual credit to students. Our Web Design course is also articulated with PCC and offers dual credit to students. Our Video Journalism course is in the process of becoming articulated with PCC for college credit and we are looking into doing the same with our digital photography course.

All of the instructors listed on this application have undergone the articulation process and currently offer courses to students that provide dual credit.

PCC Course Content and Outcome for CAS111D Beginning Web Design: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=111D

PCC Course Content and Outcome for CAS118 Intro to Photoshop: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=118

PCC Course Content and Outcome for CAS232 and CAS233 Indesign and Illustrator: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=232
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=CAS&course=233

PCC Course Content and Outcome for MM230 Graphics for Multimedia: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MM&course=230
PCC Course Content and Outcome for MM260 Video Production:
http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MM&course=260
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 the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016, 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: Data used in designing this POS included discussions with industry leaders. Specifically, professionals from Portland State Graphic Design Program, Nike, Intel, and Wieden & Kennedy on November 4th, 2015. Discussion groups with students were conducted at each of the above mentioned locations on what types of skills are required for success in their industry, specific kinds of equipment, software, and critical thinking skills that are currently in demand for entering into the multimedia field.

Other data used in designing the POS included a discussion with the Vice President of AdPearance, Jeff Otis. AdPearance is an advertising agency that works with large clients to develop websites, logos, and various other advertising materials. This discussion lead to the development of the approach that should be taken when determining the desired outcomes for this POS, including what industry leaders want to see in graduates. Soft skills and technical skills were the focus of the discussion and are now the backbone of this program.

Finally, our team utilized data from various sources like the Bureau of Labor and Statistics to determine which careers were high wage, high skill within the POS and what kinds of skills and
knowledge were required for success in, but not limited to, these fields: Graphic Design, Web Design, Video and Multimedia design.

The effect the data had on the design lead us to include only those courses that provide the basic skills and understanding of the major software that are the most sought after for each field. This included a basic understanding of Adobe's creative suite, HTML, Video Editing, photography, and trouble-shooting software.

The POS will be evaluated by community members, industry leaders, and administrators as well as our regional CTE Coordinator. It will be evaluated on its alignment to industry needs as well as how each student meets the expectations of the course outcomes. Industry leaders will also critique student work and provide feedback on courses as well as the outcomes and materials that students produce when held against industry standards.

We will know that the POS is successful based on a few factors. First, if students are able to complete course outcomes as well as create a portfolio of excellent work and gain positive feedback from industry professionals. It will also include students successfully completing the TSA listed for the capstone course.

Industry leaders consulted:
Jeff Otis, Vice President, AdPearance
Jonathan Caplan, Intel Education, Intel
Laura Scott, Workplace Design Director, Nike
Michelle Caplan, Senior Administrative Assistant, Nike
Briar Levit, PSU Graphic Design School
Abby Marten, Project Manager, Wieden + Kennedy

Secondary TSA - 15REG027
Post Secondary TSA - 15REG015
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, □ 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 the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016 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:

- Students will have the opportunity to present their portfolio to a group of community and industry leaders based on the standards of the TSA and are given feedback based on this portfolio.
- Students will collaborate with a community member or business to complete a career related experience their junior or senior year.
- All students will explore, plan their career path, and keep a skills and software inventory for use later on their resumes and in their professional portfolio for future employers, internships and/or college entrance requirements.
CTE Program Of Study .... 2016 Application (continued)

- All students have access to and guidance in the CTE programs.
- Career Center volunteers and staff are available for students to plan their career or college path for post secondary school. This meeting will be required in addition to the planning they will do in class.
- Recruitment and active promotion of this POS will be done throughout the year to gain and retain a diverse population of students in this program, including minorities, economically disadvantaged, and other students.

Evidence of student services provided:

- Beaverton High School has a fully integrated set of resources for all students regardless of programs or courses taken. These include Beaver Achievers, which is a one on one tutoring program that happens each Saturday in the library. Students get access to tutoring from teachers for five hours a day.

- Another resource is the College and Career Center which has a fully dedicated set of staff to help students build their career plan, choose a path for further education post secondary, and determine the courses, training, or program requirements needed for students entry into a career or college.

- Each course provided in the POS provides mentorship and feedback that is individualized to each student from the instructor, as well as a community member. Students are given their strengths and weaknesses and how to work on developing their skills, which resources to use, and how to access those resources.

- Advanced students also have the unique opportunity to access Adobe Certifications in which they will have to complete a set of learning outcomes and take a certification test at a Pearson testing center to gain Adobe certifications in each set of software used.

- Industry professionals come and work with students to provide their knowledge and expertise of their field. Currently, we have a graphic designer from Snapfish to work with students on designing logo’s, and a retired journalist from The Oregonian to help students with storytelling in Video Journalism. We also have students from graphic design programs at local colleges come to discuss the current climate of courses and what life is like in post-secondary education in the field they would like to work.

- Finally, our staff have been formally trained to provide accommodations and modifications necessary for students with disabilities and language requirements so that the learning environment is conducive to their learning needs. Most CTE courses require an english and reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who need to meet this requirement. Beaverton High School also provides individual ESOL resources for students who are working on meeting college entrance requirements as well. We like to work in partnership with our ESOL department to ensure this population of students thrive in our courses.

SOURCES:
Wieden + Kennedy Internships/Jobs: http://www.wk.com/jobs/internships

Beaverton High School Graduation requirements:
https://www.beaverton.k12.or.us/schools/beaverton/academics/Pages/Grad-Info.aspx

Aquent Digital Media Staffing:
BHS Academic Services and Resources:
https://www.beaverton.k12.or.us/schools/beaverton/academics/Pages/default.aspx

PCC ESOL Resources:
http://www.pcc.edu/prepare/

PCC Head Start on College:
http://www.pcc.edu/prepare/head-start/

PCC Dual Credit:
http://www.pcc.edu/prepare/head-start/dual-credit/

PACTEC Resources:
http://www.pcc.edu/prepare/head-start/pactec/

1. Relevant Links:
   PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
   MULTIMEDIA AAS http://www.pcc.edu/programs/multimedia/
   MULTIMEDIA COOPERATIVE EDUCATION
   http://www.pcc.edu/ccog/default.cfm?fam=ccog&subject=MM&course=280
   MULTIMEDIA CATALOG PAGE http://catalog.pcc.edu/programsanddisciplines/multimedia/
   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/equity-inclusion/
   DIVERSITY TRAINING http://www.pcc.edu/about/equity-inclusion/training.html
   TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/
   SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION
   http://www.sou.edu/assets/admissions/docs/articulation/BAS-AAS-PCC%202010.pdf
   OIT BAS TECHNOLOGY AND MANAGEMENT TRANSFER INFORMATION
   http://www.oit.edu/distance-education/programs/technology-management
   OREGON TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/
   OUT OF STATE TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html

2. Technical Skill Assessment: http://www.ode.state.or.us/search/page/?id=3230

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 Multimedia 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. The Multimedia degree program has their own website, which details how students can get started and get support.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are highly recommended to take MCH 280 CE: Multimedia cooperative work 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 experiment with a variety of materials as well as complete projects from the design, production and marketing. Students complete their capstone in the MM250 Advanced Multimedia Project Development 1 course. Students are highly recommended to take one or more of the following elective courses to meet their degree requirements, MM 160, 230, 235, 239, 246, 250, 258, 259, 260, 261, 262 and 280.

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: The advising specialist who works with these students organizes and announces group meetings, one-on-one advising, job postings and announcements, foundation scholarships, requirements for the co-op and employer visits. PCC has extensive and detailed information available on the transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. Currently there is a direct transfer program with Southern Oregon University for a BAS Business Management and Oregon Institute of Technology, BAS Technology and Management that AAS students can transfer directly into.

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 (such as the High School Career Expo every spring). Instructors and the program advising specialist visit local area high schools and high school students studying multimedia as well as high school classes come to visit the program.

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.
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 the appropriate Addendum folder. (Consult the **Guide to Using the Oregon CTE Program of Study Application 2016**, 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:**

Professional Development is planned based on staying current with the course outcomes of each course taught as well as maintaining an understanding of the skills and technology students will need to be successful in the careers outlined as highly skilled and in high demand in this POS.

- The professional development will be centered around staying current in Adobe's software, and an understanding of the new careers that emerge as a result of changes in the industry and technology and what skills are involved in those careers.

- Examples of professional development include courses taken by CTE instructors at PCC that center around the careers and industry related to the POS.

- Other professional development includes Adobes Education Exchange which is professional training by software developers at Adobe that has been created specifically for educators. Conferences and training planned for the 2016-2017 year include attending the Fast Company Innovation Conference and the Adobe MAX conference.

- Professional development conferences that are highly recommended also include the South by Southwest yearly conference in which national and global industry leaders come together to discuss the new trends and needs in their industries.
RESOURCES:

South by Southwest Conference: http://www.sxsw.com/

Adobe Education Exchange: https://edex.adobe.com/professional-development/

PCC Multimedia Program: http://www.pcc.edu/programs/multimedia/


Adobe MAX: https://max.adobe.com/

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, 2016
# Certification of Assurance

**Name of CTE POS:** Digital Media POS  
**Name of Secondary School:** Beaverton High School  
**Name of Community College:** Portland Community College

**SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

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

**Secondary School District Administrator Signature:** [Signature]  
**Administrator's Name:** Enter Local Administrator’s Name  
**Date:** 4-22-16

**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]  
**Advisory Committee Member’s name:** Enter Advisory Committee Member’s Name  
**Date:** 5-31-16

**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]  
**CC Administrator’s Name:** Enter CC Administrator’s Name  
**Date:** 6/13/16

**For Regional Coordinator Use Only**

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

**Regional Coordinator Signature:** [Signature]  
**Date:** 6/14/16

**For ODE/OCCWD Use Only**

**Approval Status:**  
☐ FINAL STATE APPROVAL (Perkins Eligible)

**Expiration Date:** ____

**Date:** ____

**Education Specialist Signature:** [Signature]  

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTE.
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., “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 (https://district.ode.state.or.us/apps/xfers/) and follow the online directions for sending your POS folder to nakeia.daniels@ode.state.or.us. 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

(The you may delete this page before submitting this application.)