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/

CTE
Learning that works
for 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 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 Nakeia Daniels POS.Application@state.or.us.
> *(For detailed information on how to complete this application consult the* **Guide to Using the Oregon CTE Program of Study Application 2016**.*)* **DEADLINE for submission: June 30, 2016**

CTE POS—Title:	Graphic Design
Career Area:	Arts, Information Communication--AIC
Cluster Area (& appropriate secondary CTE licensure):	AIC--Visual Media Arts (Vis,Perf, Media Arts)
Focus Area (if applicable):	Graphic Arts
Secondary CIP Code: (Link to CIP website)	50.0401 (6 digit)
Community College CIP Code: (Link to CIP website)	50.0401 (6 digit)

Secondary School Name:	Hillsboro High School	
Secondary School District:	Hillsboro School District 1J	
Secondary School ID Number:	**1201**	
Secondary Teacher Name	**Email**	**Current CTE License**
Andrea Brock (Lead Teacher)	brocka@hsd.k12.or.us	AIC--Visual, Performing Media Arts

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG029

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG013

Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s):	Digital Arts
Community College Award:	Associate of Applied Science

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

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

☐

CTE POS Course Lists—Secondary

<table>
<tr><td>
Directions:

   1) Please list below the CTE Program of Study <u>Secondary Courses</u> in which the instructor will:
- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, <u>and</u>
- Assess and record student achievement of those standards

   2) Mark as "TSA" those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as "TSA" Required"
</td></tr>
</table>

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

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
☐	051674	Digital Photography 1	0.5	05167	Students will be introduced to the field of digital photography. Students will learn the basic elements of composition in photography and how to compose quality artistic and commercial photographs in both black & white and color. Students will learn to enhance and manipulate their photographs through post-production work using graphic design software.	Select College		
☐	051675	Digital Photography 2	0.5	05167	Digital Photography 2 goes deeper into the social/career related aspects of photography. Project include photo-interview, photo essays, photojournalism and promotional posters. Photoshop is explored further as a creative tool and students craft photo series that are presented in class and online.	Select College		
☐	051621	Graphic Design 1	0.5	05162	Using drawing, painting, printmaking, photography and Adobe Photoshop, students explore graphic design areas including typography and letterforms, illustration, idea and product promotion, poster design, logo design and more. All projects involve creative problem solving, aesthetics and	Select College		

					criticism. Graphic Design is a gateway to many career options in commercial art and design.			
☐	05162 2	Graphic Design 2	0.5	05162	Graphic Design 2 continues our exploration of real world design projects and issues using traditional and nontraditional media, and Adobe Photoshop. Projects include billboard design, magazine illustration, historical poster design, 3D design, T-shirt design and printing, and exploring ethical issues in advertising.	Select College		
☒	05162 3	Advanced Graphic Arts Studio	1.0	11153	Advanced Graphic Arts Studio is the capstone course for the Graphic Arts focused program of study and is required for students who wish to receive a pathway in Graphic Arts. First semester students explore handmade and digital graphic art media including drawing, painting, collage, stencils, spray paint, and Adobe Photoshop. During second semester students receive guidance and support as they create a powerful senior project in digital or studio-based graphic design, advertising design, product design, calligraphy, or photography. Career related presentations and experience enhance student understanding of the relevance of their projects.	Select College		
☐						Select College		
☐						Select College		
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☐						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*

Name of Certificate or Degree Program	Digital Arts		
Highest award available in Program:	AAS		
College Course #	**Post-Secondary Course Name**	**Number of Credits**	**Accelerated College Credit/College Now?**
MM110	Introduction to Multimedia	1	☐
MM120	Multimedia Design	2	☐
MM 130	Multimedia Graphic Video and Audio Production	3	☐
CAS 111D	Beginning Website Creation: Dremweaver	3	☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

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) (**or** use one you've created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.
- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the Oregon Skill Sets website, please identify its origin and how it was industry validated.

☒ **Secondary:** *(check this box to indicate secondary course-to-skills crosswalk is complete and attached)*
☒ **Post-secondary:** *(check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)*

CTE POS Design Elements

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

GENERAL DIRECTIONS FOR COMPLETING THE *ELEMENTS* SECTIONS:

➢ **In the first part of each Element section, click on each checkbox for criteria that applies to your Program of Study**
➢ **For those criteria that don't apply at this time, explain in the Comments box at the end of the section why those criteria are not met and how you will address them before the program is up for revision (POSs are usually approved for four years) Programs that do not meet all elements at the time of application may be temporarily approved as a "State Recognized Program" (SRP) until missing elements are completed; SRP's can convert to POS anytime and be immediately eligible for Perkins funds, per local grant administrator's budget.**
➢ **In the second part of each Element section, there is the expandable space provided for Comments, as mentioned above. Use this box to explain missing check marks in the criteria statements above, point out strengths of your program, or identify special circumstances you need to have considered during ODE review of this application**
➢ **If you already have documents or files that help demonstrate the strength or potential of each Element, simply attach those documents or files in the appropriate Addendum folder, or provide links to online documents, when submitting this application, rather than write lengthy responses in the Comment box. (Consult the *Guide to Using the Oregon CTE Program of Study Application 2016* for details about how to use Addenda if submitting supporting documents or files.)**

Element 1: Standards & Content

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

<u>This POS design includes</u>:

☒ 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. <u>If you already have documents or files that do this more quickly</u>, 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: Secondary Course Catelog:
http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2016-17%20HS%20Course%20Catalog.pdf
The POS is aligned with state standards as outlined in the course catelog (link above). The participants in the decision of skill set for this POS and crosswalk of the skill sets were: Beth

Molenkamp (regional coordinator), Rebbecca Hufford (PCC CTE Specialist), Brooke Nova (Corridinator of Career and College Pathway) and other industry specialists.. At the community college level, the highest degree available is an AAS. In order to receive this award a student must pass a math competency test or course, an English Composition course, History course and a Public Speaking course (these requirements can be found at http://catalog.pcc.edu/programsanddisciplines/graphicdesign/#degreestext).

Element 2: Alignment and Articulation

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

The alignment of this POS includes:

☒ A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.

☒ B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).

☐ C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

☒ D. Based on the program design and instructional plan, each student will:
- ☒ Continually progress in knowledge and skills when ready;
- ☒ Earn high school or college credit based on performance; and
- ☒ Make the connection between educational preparation and entry into a care**e**r.

➢ **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

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Element 2 Comment Box: The secondary Graphic Design courses are closely aligned with current Graphic Design courses offered at PCC. The introductory courses are loosely aligned to business, textile and design courses offered at PCC. The Advanced Graphic Arts Studio course will be articulated for post-secondary credit in the future. A meeting will occur with PCC instructors and the Secondary POS teacher to increase alignment of courses and decisions on mode of articulation will be made at that time.

Element 3: Accountability & Evaluation

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

In this POS design:

☒ A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan (re: Data Collection)

☒ B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
    ☒ Assistance in evaluating program vision, goals and priorities
    ☒ Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
    ☒ Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development

☒ C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions

☒ D. Students have the opportunity to learn in a contextual career related environment that allows them to:
    ☒ Monitor their own progress through their demonstration of attaining technical and academic skill standards
    ☒ Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
    ☒ Adapt their program to meet personal goals based on industry requirements and performance outcomes

➢ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in 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: This POS was designed using input from other Digital Arts and Computer Technology teachers in the region and current collegiate programs in the area. Also, information from PCC's Program of Study has been evaluated and used in the designing of the program. Several business owners and graphic designers are being recruited to be members of the Business Advisory Committee. These include: Jane Siguenza Multimedia Cooridnator for Hillsboror School District.

The POS will be evaluated at the end of every academic year by the instructor(s) and the Business Advisory Committee to determine if the curriculum contains relivent and current learning opportunities and experiences. The POS will be evaluated on relivance to "real world" graphic design projects and employment opportunities along with how well the students successfully complete the program. As the tools and programs used in graphic design advance and improve the POS will be examined to determine how it can be changed to reflect those changes and advancements.

Secondary TSA - 2AREG013
 Post Secondary TSA - 2AREG029

CTE Program **O**f **S**tudy …. <u>2016 **Application**</u> (continued)

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Element 4: Student Support Services

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

In this POS design:

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

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

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

☒ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
  ☐ 1) One of the state chartered CTSO's: ☐ DECA, ☐ FBLA, ☐ FCCLA, ☐ FFA, ☐ 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: Hillsboro High School Counseling Department works closely with the Graphic Arts and other CTE Departments to assist students in guiding their progress through high school and in choosing a Focused Program of Study. Student options are also avaliable through the Course Catalog. Students' progress is charted through Naviance (a college and career planning portal for students and their families). Counselors begin working with students in middle school to guide them and help them choose their courses and explore careers, they continue to do this through freshman and sophmore years. During the junior year, our school to work coordinator and one of the counselors

help students to create a resume. They also help students choose, plan, and reflect on a job shadow experience and possibly an internship experience. Currently, students can get their career development credit their junior or senior year. All Seniors at Hillsboro High School work on their Senior project through either a CTE Program of Study or through the Senior Seminar class. In the Graphic Arts Program of Study, students get a variety of guest speakers that provide information on careers in Graphic Arts and Digital Design, these include representatives from various colleges and businesses.

Hillsboro High School's Graphic Arts Program of Study also works with our ESL and Special Ed departments to make sure each class offers appropriate access for all students. The Counseling Department provides all teachers with copies of their student's 504 plans as well as any medical forms necessary for teachers to be aware of; ESL sends a list of all ESL students indicated what level their language ability is, and Special Ed provides a list of students with IEPs and indicate whether that student is on a modified diploma.

Upon receiving information regarding a student's special needs, I place a note in the gradebook (ESL, 504, IEP, or MOD), which helps me know when I print out any progress reports. I then make it a point to see if any student has a particular accommodation that I should be aware of. If it's a modification that asks for test retakes, notes, or extensions on projects, I don't need to do much since I always offer retakes, I make PowerPoint Presentations that are accessible to all students, and I offer extensions if a student asks. If there are any accommodations that are not typical classroom accommodations, then I review those notes and make a point to accommodate those needs. Then whenever I make a new grade print out (for midterm, quarter grades, etc.), I make a point to check their notes and make sure that I've met the appropriate accommodations for each student with an accommodation.

Sometimes, I'll receive an ESL assistant or a Special Ed Assistant. In those cases, I encourage the aides to do the work I assign to the class, so they can better assist the students on their caseload.

With students who have a modified diploma, we first check to see if that student even needs a modified grade. We do this every time there is a progress report or grade report due. Sometimes, the student is successful without any modifications, in which case, I inform that student's case manager that he or she does not need a modification. Then, at any point in the term, if we notice a student with a modified diploma is not able to be successful with the course load, I then consult with that student's case manager to make a plan for a modified grade. Communication regarding students with special needs is usually communicated from counselors, teachers, and case managers.

Every student with an IEP has a yearly IEP update meeting between the student, his or her parents, a representative from the Special Ed department, and a representative from their list teachers. All teaching staff with that student is notified of the meeting with an invitation and a list of who is required to attend. Only one teacher is required to be present at each IEP meeting, so all other teachers who are not required to attend are expected to complete a progress report for that student before the meeting takes place.

I provide support for females and non-traditional students who take my technology classes by actively recruiting them to purse the secondlevel classes and to join related clubs.

Secondary students will be required to participate in projects within the Hillsboro community. Students are also encouragend to submit their work to various local compititions and shows. During their internships they will also work on various projects for the school, school district, and outside "customers" in order to experience the various roles in a business relationship. A leadership

orginizationwill be developed on a district level by the Career and College Pathway Coordinator for the district.

. Relevent 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?fa=ccog&subject=MM&course=280
MULTIMEDIA CATALOG PAGEhttp://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 MANAGMENT 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 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.

CTE Program **O**f **S**tudy …. <u>2016</u> **Application** (continued)

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Element 5: Professional Development

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

The planned professional development for this POS will:

☒ A. Connect to teacher effectiveness evaluations.

☒ B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.

☒ C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards

☒ D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student

☒ E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.

☒ F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.

☒ G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments

> ➢ **Directions for using the Comment box—**Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in 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: The instructor will continue to seek out and take classes, courses and other learming opportunities in order to maintain his knowledge of the advancements in the field of graphic design. There are some regional trainings offered by fellow instructors, such as SuperQuest and Adobe training opportunities . These will be evaluated and a determination will be made if there are any relevant classes being offered for professional development. These are attended by high school and community college teachers in the area or nationally. Teachers and Administrators will be given the opportunity to attend the regional and national CTE confrences.

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*

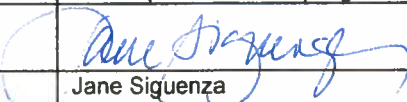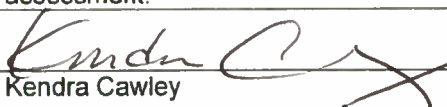## Certification of Assurance

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. Mail complete, signed Assurance form to Nakeia Daniels at: ODE, 255 Capitol St. NE, Salem, OR 97310 or send PDF to **nakeia.daniels@ode.state.or.us**.

Name of CTE POS	Graphic Design
Name of Secondary School	Hillsboro 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]* **Date:** 6-7-16
Administrator's Name	Peter Muilenburg

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:** 6.8.16
Advisory Committee Member's name	Jane Siguenza	

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:** 6/13/16
CC Administrator's Name	Kendra Cawley	

For Regional Coordinator Use Only
Recommended Status: ☒ RECOMMENDED FOR STATE APPROVAL (Perkins Eligible) ☐ DISAPPROVED (and returned for revision)
[signature] **Date:** 6/14/16
Regional Coordinator Signature

For ODE/OCCWD Use Only	
Approval Status:	
☐ FINAL STATE APPROVAL (Perkins Eligible)	**Expiration Date:** ___
	Date: ___
Education Specialist Signature	

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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. <u>(Please name documents and folders so that they are clearly identified</u>.)**
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** POS.Application@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.**

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

DEADLINE for submission: June 30, 2016

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