



**Portland
Community
College**

Board of Directors

AGENDA

November 21, 2013

PLEASE PRINT DOUBLE-SIDED IN SUPPORT OF
BOARD POLICY B707 - SUSTAINABLE USE OF RESOURCES

Vision

Building futures for our Students and Communities

Mission

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

Who We Are

Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

We Value

- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve – making students marketable for jobs in the future and promoting economic development
- The public's trust by effective and ethical use of public and private resources

Goals

Access: Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

Diversity: Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty and staff.

Quality Education: Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

Student Success: Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

Economic, Workforce, and Community Development: Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

Sustainability: Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

BOARD OF DIRECTORS
PORTLAND COMMUNITY COLLEGE
12000 S.W. 49th Avenue, Portland, Oregon

BUSINESS SESSION
November 21, 2013
Cascade Campus
705 N. Killingsworth Street, Portland, OR 97217
Moriarty Arts and Humanities Building, Room 104

AGENDA

- 4:30 PM **Work Session** – SSB 209C
- ACCT Update
 - OCCA/OPC Update
 - Review of Zone 3 vacancy process
- 5:30 PM **Board Dinner** – Terrell Hall 112
- 6:15 PM **Executive Session** - in accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (a) Employment of a Public Official, (d) Labor Negotiation, (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege), and (h) Litigation
- 7:45 PM **Call to Order** – MAHB, Room 104
- ♦ Introductions
 - ♦ Approval of Board Business Meeting Minutes – October 17, 2013
 - ♦ Approval of Agenda
- 7:50 PM **Recognition**
- Oregon NASA Scholars
- 7:55 PM **Information Session**
- ♦ Cascade Update – Dr. Craig Kolins (10 minutes)
 - ♦ Faculty Focus – James Harrison, Instructor, History (10 minutes)
 - ♦ ABE High School Diploma – Veronica Garcia and Craig Kolins (10 minutes)
 - ♦ Panther Path – Dr. Chris Chairsell, Kurt Simonds, Heather Lang, Sylvia Gray (10 minutes)
 - ♦ Strategic Planning Update—Randy McEwen (5 minutes)
- 8:40PM **Public Comment on Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)
- 8:45 PM **Business Meeting**

Consent Agenda: (All items will be approved by consent agenda unless an item is withdrawn by request of a member of the Board. A separate motion will then be required to take action on the item in question.)

	<u>Page</u>
<u>PERSONNEL</u>	
14-048 Approval of Personnel Actions–November 21, 2013...	389
Academic Professional Appointments:	
DeLinda Martin, Student Leadership Assistant Coordinator, Office of the Dean of Student Development, Rock Creek Campus (Temporary)	
Ariana Ritchie, Academic Advising Specialist, Office of Dean of Student Development, Extended Learning Campus	
Zimei Xu, International Student Admissions Specialist, Academic and Student Affairs (Temporary)	
Administrative Appointments	
Joe Gamble, Associate Facilities Maintenance Manager, Administrative Services	
John Lussier, Interim Grounds Manager, Administrative Services, (Temporary)	
Terry Nickerson, Information Security Manager, Administrative Services	
Jennifer Pitts, Child Care Center Manager, Office of the Dean of Student Development, Rock Creek Campus (Temporary)	
Kristen Waddell, Library Supervisor, Academic and Student Affairs	
Faculty Appointment:	
Pamela Beaty, Instructor, Music, Communications and Humanities Division, Rock Creek Campus (Temporary)	
Charles Pace, Instructor, Economics, Social Science Division, Sylvania Campus (Temporary)	
Retirees:	
14-049 Commendation of Retiring Employee – Michelle Belunes.....	394
14-050 Commendation of Retiring Employee – Susanne Christopher	395
14-051 Commendation of Retiring Employee – Shirlee Elsner	396
14-052 Commendation of Retiring Employee – Dana Jean Maginn.....	397
14-053 Commendation of Retiring Employee – Darlene Staley	398
14-054 Commendation of Retiring Employee – Jerry Testerman.....	399

BIDS/CONTRACTS

14-055	Grant Authority to Purchase Additional Library Security Gates, Services and Other Related Equipment from Bibliotheca ITG	400
14-056	Authorization to Utilize an Inter-Governmental Cooperative Contract for Acquisition of Dell Computers	402
14-057	Ratify and Confirm Contract with Charter Mechanical Contractors, Inc. for Emergency Repairs to the Domestic Hot and Cold Water System in the HT Building.....	404

BOARD

14-058	Resolution to Approve Board Policy Revisions to Sections B206, B207 and B408 (Second Reading).....	406
14-059	Revise Board Policy B 213 (Second Reading).....	409
14-060	Apply to the State Board Of Education for Approval of the Adult High School Diploma	412
14-061	Delegate Authority to College President to Negotiate Contracting College Relationship with Oregon Coast Community College (OCCC)	456
14-062	Appointment of Delegates to Attend the Association of Community College Trustees (ACCT) 2014 Community College National Legislative Summit in Washington, D.C. from February 10-13, 2014 ...	457

8:50 PM **Public Comment on Non-Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)

8:55 PM **Reports**
 Faculty
 Classified
 Students
 Board Members
 President

9:20 PM **Adjournment**

The Board of Directors meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify the PCC Disability Access Services at least 48 hours in advance at (971) 722-4341 (voice) or (503) 246-4072 (TTY). A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the entrance of the meeting room.

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
12000 S.W. 49th Avenue - Portland, OR 97219

BOARD OF DIRECTORS BUSINESS MEETING

October 17, 2013
Sylvania Campus, Campus Center, Rooms 238 and 239

MINUTES

BOARD ATTENDANCE

Board Members Present:

Chair Denise Frisbee, Jim Harper, Ken Madden, Gene Pitts, Kali Thorne-Ladd

WORK SESSION

The board members reported out on their recent trip to Seattle, WA for the ACCT Conference. Dr. Brown gave a strategic planning update to the board members.

CALL TO ORDER

Chair Frisbee called the business meeting to order at 7:57 pm and invited all present to introduce themselves.

APPROVAL OF THE MINUTES

The October 17, 2013 Business Meeting minutes were approved as published. Harper/Pitts

APPROVAL OF THE AGENDA

The agenda was approved as published. Pitts/Ladd

RECOGNITION

The board recognized Student Outreach Coordinators David Martinez, Teresa Salinas, Roberto Juarez, Jana Daugherty for their efforts in establishing an Open House for students planning to attend PCC.

INFORMATION SESSION

Newberg Center Update

Dr. Linda Gerber, Campus President, Sylvania and Andrew Black, New Student Orientation and Advising, Newberg Center

The board received a recap how Newberg got started from Dr. Gerber. Mr. Black updated the group on the high schools they are working with. He noted that the Center has relationships with many groups in the area, and hopes to expand the reach to Sherwood. He explained the Net Zero building highlights. He listed the challenges that the Center faces with regards to students.

Office of Civil Rights Update

Dr. Chris Chairsell, Vice President, Student and Academic Affairs and Chau Hoang Fossen, Director, Diversity

Dr. Chairsell noted that as a result of a voluntary agreement with the United States Office of Civil Rights faculty and staff has been engaged looking at board policies and operating policies

around non-discrimination and non-harassment. Being presented is Resolution 14-045 in which the board policy has been revised at the council of the college attorney. This is a first reading of the policy. The recommendation is the Board Policies 206 and 207 are consolidated in board policy 206 which is non-discrimination and non-harassment, along with the ADA policies. In the meantime, staff is working on the President's operational policies.

Faculty Focus

Toby Dittrich, Instructor, Physics

Mr. Dittrich spoke to the board members about his education and experience in physics and being an instructor.

Dual Credit

Dr. Chris Chairsell, Vice President, Student and Academic Affairs and Dr. Jessica Howard, Campus President, Southeast Center

Dr. Howard updated the Board of Directors on the work of Dual Credit in the high schools around the area.

PUBLIC COMMENT ON AGENDA ITEMS

None

BUSINESS MEETING

Chair Frisbee proposed approval of Resolutions 14-031 through 14-047. The motion passed unanimously. Harper/Pitts

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

REPORTS

ASPCC:

Rachel Black Elk, Chair, District Student Council

Ms. Black Elk reported on activities that the ASPCC groups have been working. They have a list of goals for the academic year. These goals include building solidarity between students, staff, and faculty be working in the interest of students. Areas of focus will be reducing student debt, addressing the completion agenda, increasing equitable access for all students and cultivating a voice for the student body. They also plan to make connections with Oregon legislators to represent PCC and to create collaborative efforts to engage with students in order to promote voter registration and education. Legislative teams have been working with faculty and staff to create a plan of action in regards to the Affordable Care Act to better serve students.

President Report:

Dr. Brown recapped what we heard tonight from faculty to staff and the students who help make PCC a special place. All these activities make PCC stand out from the others, including the Board of Directors. He recognized all the Board Members for their participation in meetings and events on behalf of the College.

ADJOURNMENT

There being no further business, the meeting adjourned at 9:44 PM.

NEXT MEETING

The next business meeting of the Portland Community College Board of Directors will be held on November 21, 2013 at 7:45 PM at the Cascade Campus.

Denise Frisbee, Chair

Dr. Jeremy Brown, President

Prepared by:

Jeannie Moton, Assistant to Board of Directors

Minutes approved on November 21, 2013

November 21, 2013

14-048

APPROVAL OF PERSONNEL ACTIONS

PREPARED BY: The Human Resources Department Staff

APPROVED BY: Dr. Jeremy Brown, President

RECOMMENDATION: That the Board of Directors approve the following actions:

A. Approval of new hires, new positions and change of position

1. Academic Professional Appointment (Temporary)–DeLinda Martin-Huggins

Student Leadership Assistant Coordinator

Office of the Dean of Student Development, Rock Creek Campus

Annual Salary: \$40,575 Grade: 3 Step 1

Effective: September 11, 2013 to June 20, 2014

Education: George Fox University BA 2009
Management and Organizational Leadership

Most Recent

Experience: Portland Community College
Office Assistant II

Applicant Flow: Article 3.64 Recruitment

2. Academic Professional Appointment–Ariana Ritchie

Academic Advising Specialist

Office of the Dean of Student Development, Extended Learning Campus

Annual Salary: \$41,994 Grade: 3 Step 2

Effective: October 21, 2013

Education: Portland State University BA 2009
English

Most Recent

Experience: Portland Community College
Academic Advising Specialist (Temporary)

Applicant Flow: Gender Ethnicity
2 Male 5 White (not of Hispanic Origin)
9 Female 1 Black or African American
1 Not Disclosed 1 Asian
1 Hispanic/Latino

	1	American Indian
	3	Not Disclosed
<hr/> 12	<hr/> 12	Total

3. Academic Professional Appointment (Temporary)-Zimei Xu

International Student Admissions Specialist

Academic and Student Affairs

Annual Salary: \$39,431 Grade: 2 Step: 2

Effective: October 10, 2013 to August 20, 2014

Education: Portland State University M.Ed 2013
 Educational Policy and Leadership
 Portland State University BA 2010
 Supply Chain and Logistics Management

Most Recent

Experience: Portland State University
 Program Coordinator, International Special Programs

Applicant Flow:	Gender	Ethnicity
16	Male	36 White (not of Hispanic Origin)
42	Female	1 Black or African American
2	Not Disclosed	8 Asian
		3 Hispanic/Latino
		2 Two or More Selections
		10 Not Disclosed
<hr/> 60	Total	<hr/> 60 Total

4. Administrative Appointment-Joe Gamble

Associate Facilities Maintenance Manager

Administrative Services

Annual Salary: \$67,500 Grade: K

Effective: November 4, 2013

Most Recent

Experience: NFN Investments
 Director of Maintenance

Applicant Flow:	Gender	Ethnicity
39	Male	34 White (not of Hispanic Origin)
2	Female	2 Black or African American
5	Not Disclosed	2 Asian
		2 Hispanic/Latino
		1 Native Hawaiian/Pacific Islander
		5 Not Disclosed
<hr/> 46	Total	<hr/> 46 Total

5. Administrative Appointment (Temporary)–John Lussier

Interim Grounds Manager

Administrative Services

Annual Salary: \$63,106 Grade: J

Effective: October 24, 2013 to June 30, 2014

Most Recent

Experience: Portland Community College
Irrigation Technician/Groundskeeper

Applicant Flow: Direct
Appointment

6. Administrative Appointment-Terry Nickerson

Information Security Manager

Administrative Services

Annual Salary: \$78,000 Grade: K

Effective: November 1, 2013

Education: Multnomah Technical Institute BS 1970
Electrical Engineering

Most Recent

Experience: US Army Corp of Engineers
Senior Cyber Security Engineer

Applicant Flow: Gender		Ethnicity	
13	Male	13	White (not of Hispanic Origin)
3	Female	1	Asian
2	Not Disclosed	1	Hispanic/Latino
		3	Not Disclosed
<hr/> 18 Total		<hr/> 18 Total	

7. Administrative Appointment (Temporary)–Jennifer Pitts

Child Care Center Manager

Office of the Dean of Student Development, Rock Creek Campus

Annual Salary: \$45,896 @ .75 FTE Grade: G

Effective: October 8, 2013 to June 20, 2014

Education: University of California MA 2001
Education
University of California BA 1996
Psychology

Most Recent

Experience: Portland Community College
Director of Child Care Center (Casual)

Applicant Flow: Direct
Appointment

8. Administrative Appointment –Kristen Waddell

Library Supervisor

Academic and Student Affairs

Annual Salary: \$43,500 Grade: F

Effective: November 5, 2013

Education: San Jose State University MLS 2008
Library Science and Information Science
University of California BA 2005
Communication Studies

Most Recent

Experience: Mandel Public Library of West Palm Beach
Youth Services Librarian

Applicant Flow:	Gender	Ethnicity
42	Male	86 White (not of Hispanic Origin)
71	Female	2 Black or African American
7	Not Disclosed	3 Asian
		9 Hispanic/Latino
		6 Two or More
		14 Not Disclosed
<hr/>		<hr/>
120		120 Total

9. Faculty Appointment (Temporary)-Pamela Beaty

Instructor, Music

Communications and Humanities Division, Rock Creek Campus

Annual Salary: \$53,167 Step: 3

Effective: August 21, 2013 to June 20, 2014

Education: University of Cincinnati MA 1993
Music, Classical Guitar
Roosevelt University BA 1985
Music, Guitar

Most Recent

Experience: Portland Community College
Instructor, Music (Adjunct)

Applicant Flow: Article 3.64
Appointment

10. Faculty Appointment (Temporary)-Charles Pace

Instructor, Economics

Social Science Division, Sylvania Campus

Annual Salary: \$295.40 per day Step: 3

Effective: December 21, 2013 to June 20, 2014

Education:	University of Colorado	PhD	1981
	Economics		
	University of Colorado	MA	1979
	Economics		
	University of Oregon	BA	1976
	Economics		

Most Recent

Experience: Portland Community College
Instructor, Economics (Adjunct)

Applicant Flow: Article 3.64
Appointment

**ETHNIC AND GENDER DESCRIPTION OF STAFF
PROPOSED TO BE HIRED IN *November 21, 2013* PERSONNEL REPORT**

Male	4
Female	6
	<hr/> 10

White (not of Hispanic Origin)	8
Asian	1
American Indian/Alaskan Native	1
	<hr/> 10

November 21, 2013

14-049

COMMENDATION OF RETIRING EMPLOYEE –
MICHELE BELUNES

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Michele Belunes has performed faithfully in her duties as a Program Specialist for Portland Community College since June 26, 2006. She retires effective October 31, 2013.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 21, 2013

14-050

COMMENDATION OF RETIRING EMPLOYEE –
SUSANNE CHRISTOPHER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Susanne Christopher has performed faithfully in her duties as Personal Health Instructor and Health Education Instructor for Portland Community College since September 14, 1976. She retires effective December 31, 2013.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 21, 2013

14-051

COMMENDATION OF RETIRING EMPLOYEE –
SHIRLEE ELSNER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Shirlee Elsner has performed faithfully in her duties as a PBX Operator/Information, Information/PBX Clerk and Customer Service Operator for Portland Community College since July 3, 1975. She retires effective November 20, 2013.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 21, 2013

14-052

COMMENDATION OF RETIRING EMPLOYEE –
DANA JEAN MAGINN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Dana Jean Maginn has performed faithfully in her duties as a Learning Skills Specialist, Instructional Support Technician I and II, Part-time Faculty Instructor, Instructional Administrative Assistant II and Student Resource Specialist for Portland Community College since September 23, 1985. She retires effective December 31, 2013.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 21, 2013

13-053

COMMENDATION OF RETIRING EMPLOYEE –
DARLENE STALEY

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Darlene Staley has performed faithfully in her duties as a Part-time Sports Activities Assistant III and Part-time Instructor for Portland Community College since September 27, 1976. She retires effective December 1, 2013.

RECOMMENDATION: That the Board commend her for her service to Portland Community College and wish her well in her retirement years.

November 21, 2013

14-054

COMMENDATION OF RETIRING EMPLOYEE –
JERRY TESTERMAN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Jerry Testerman has performed faithfully in his duties as a Custodian and Lead Custodian for Portland Community College since June 23, 1998. He retires effective December 1, 2013.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

November 21, 2013

14-055

GRANT AUTHORITY TO PURCHASE ADDITIONAL
LIBRARY SECURITY GATES, SERVICES AND OTHER
RELATED EQUIPMENT FROM BIBLIOTHECA ITG

PREPARED BY: Avelina Gulmatico, Bond Procurement Coordinator

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program
Donna Reed, Director, Libraries

APPROVED BY: Chris Chairsell, Vice-President, Academic & Student Affairs
Wing-Kit Chung, Vice-President, Administrative Services
Randy McEwen, Vice President
Dr. Jeremy Brown, President

REPORT: On May 17, 2012 by Resolution 12-107 the Board of Directors approved an exemption to purchase library security gates and ancillary equipment for the District libraries from Bibliotheca for an estimated cost of \$250,000. This type of gate was chosen because of its flexibility to change products when necessary; its ability to protect and secure library materials using radio frequency identification (RFID); and, its accurate statistical information on the total number of people in and out of the library. Having consistency with how the security gates function on each campus benefits students, staff and other people who use the library from one campus to another.

So far, the Bond Program and Library Department have spent approximately \$207,000 for gates, software, maintenance services, other equipment and necessary supplies. An additional \$100,000 in authorization is requested at this time. The Bond Program will need to purchase additional equipment, software and support for Cascade Campus and Southeast Center libraries for a total of \$120,000, and district library purchases will make up the balance of the request. The revised contract total will be \$350,000 if this Resolution is approved.

RECOMMENDATION: That the Board of Directors authorize an additional \$100,000 for the purchase of library security gates including hardware, software, installation, training and maintenance from

Bibliotheca ITG, for a total contract amount of \$350,000.
Funds are from the 2008 Bond Fund and the General Fund.

November 21, 2013

14-056

AUTHORIZATION TO UTILIZE AN INTER-
GOVERNMENTAL COOPERATIVE CONTRACT FOR
ACQUISITION OF DELL COMPUTERS

PREPARED BY: Avelina Gulmatico, Bond Procurement Coordinator

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services
Randy McEwen, Vice President
Dr. Jeremy Brown, President

REPORT: The 2008 Bond Program has a need to purchase desktop and laptop computers and other related technology (servers, printers, monitors, storage devices, etc.) from Dell Computers to equip new and remodeled classrooms and administrative offices throughout the College. Technology Solution Services staff selected Dell as one of the preferred desktop and laptop computers for the College based on overall performance, features and durability for the computing needs of the College. In addition, Dell products offer the best compatibility with the College's existing technology. The estimated purchase cost for these bond-related expenditures will exceed the \$150,000 threshold, requiring the Board of Directors' approval. To date, through authority provided by Board Resolution 10-054, Bond spending for Dell products and services has totaled \$1.08 million. Bond purchases through 2017 Dell are estimated to be \$2,000,000.

The College intends to use an existing inter-governmental cooperative contract from Western States Contracting Alliance (WSCA). The College is a member of WSCA, an incorporated, not-for-profit, multi-state membership organization dedicated to maximizing the value of state and local government technology. WSCA currently has a competitively priced contract with Dell Marketing L.P., valid through 2014. WSCA is also in the process of renewing contracts, valid through 2019.

RECOMMENDATION: That the Board of Directors authorize the Bond Program to purchase computer products from Dell Marketing, based on the WSCA contract. The estimated cost of these purchases is \$2,000,000 through the end of the Bond Program. The WSCA contract with Dell Marketing is valid through August 31, 2014 and new contracts (thru 2019) are in process. Funding is from the 2008 Bond Fund.

November 21, 2013

14-057

RATIFY AND CONFIRM CONTRACT WITH CHARTER
MECHANICAL CONTRACTORS, INC. FOR EMERGENCY
REPAIRS TO THE DOMESTIC HOT AND COLD WATER
SYSTEM IN THE HT BUILDING

PREPARED BY:

Denise Jeffords, Buyer/Contract Specialist

FINANCIAL
RESPONSIBILITY:

Keith Gregory, Interim Director, Facilities Management
Services

APPROVED BY:

Jim Langstraat, Associate Vice President, Finance
Wing-Kit Chung, Vice President, Administrative Services
Dr. Jeremy Brown, President

REPORT:

The College had an immediate need to contract with a qualified company to replace all piping related to the hot and cold domestic water system in the HT Building at the Sylvania Campus.

The Division Dean of the Physical Education Facilities advised the Facilities Management Services (FMS) Department that they received a Complaint Investigation Report from Multnomah County Environmental Health (MCEH). MCEH had received complaints that there is no hot water in the locker rooms for showers. Their report stated that the facility has an old system and the pipes have been holding the flow from reaching the showers.

The urgency with needing this repair is three-fold. The first and greatest concern is that people are not showering before entering the pool, which means they are potentially bringing harmful bacteria into the pool for others to swim in. The second is the ability for people who are cold to warm up after getting out of the pool, or coming in from an outdoor PE class. The third is to continually create an opportunity for people not to follow the pool guidelines in showering before swimming, because the college cannot provide hot water.

The Oregon Health Authority (OHA), Public Health Division, is governed by Oregon Administrative Rules (OAR). OAR Chapter 333, Division 60 states under OAR 333-060-0170(7), Hot and cold or tempered water only shall be provided at all shower heads. The college is not in compliance with this OAR

and therefore is not providing a safe health environment for our faculty, staff and students. The OHA has stated that they will cite the college if the problem is not rectified.

The scope of this work includes, but is not limited to: replacing all piping related to the domestic hot and cold water system that serves primarily the showers in the HT Building; repacking the shower valves and installing new valve trim; new shower heads; installing four (4) new hot water heaters in the mechanical room and piped to the existing hot water storage tank; producing engineered drawings, and as built drawings for record at the end of the project. This work is expected to be completed no later than January 3, 2014.

As per PCC Board Policy #B 505, the Board of Directors must approve procurement contracts in excess of \$150,000. In instances where time delay will potentially cause harm to the college, procurement contracts in excess of \$150,000 may be authorized by the president and ratified by Board resolution.

RECOMMENDATION:

That the Board of Directors ratify and confirm the Contract with Charter Mechanical Contractors, Inc. for Emergency Repairs to the Domestic Hot and Cold Water System in the HT Building at the Sylvania Campus in an amount not to exceed \$214,800. Expenditures for this contract will come from the capital projects fund and the general fund.

November 21, 2013

14-058

RESOLUTION TO APPROVE BOARD POLICY
REVISIONS to Sections B206, B207 and B408
(SECOND READING)

PREPARED BY: Wing-Kit Chung, Vice President, Administrative Services

APPROVED BY: Dr. Jeremy Brown, President

REPORT: As a result of a College's voluntary agreement with the Office of Civil Rights, staff did a comprehensive review of the existing Board policies B206, B207 and B408 on non-discrimination, non-harassment and ADA (American with Disabilities Act) respectively.

Staff engaged a large group of stakeholders across the college district including our legal counsel to review the languages, the applicable laws and regulations and our practices. Staff found a need to update the policies to reflect the changes in law and regulations that have been in place since the adoption of these existing policies.

With the concurrence of our legal counsel, staff recommends that B206 and B207 should be consolidated into one policy as they appear redundant by restating the same language verbatim in both policies. In addition, the B408 should not be under the Student Policy Section B4 as it applies to faculty and staff as well. As such, staff recommends that it should be moved to the Operating Policy Section B2.

RECOMMENDATION: That the Board approve the consolidation of B206 and B207 into Board Policy B206 and the movement of B408 to B207, together with all the updates needed and changes made to the policies, in Exhibit A and Exhibit B respectively.

Nondiscrimination and Non-harassment - B 206

Portland Community College's goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the College's policy for any manager, supervisor, faculty, staff, or student to engage in illegal harassment or discrimination of any member of the College community

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, or sexual orientation or any status protected by federal, state, or local law in any area, activity or operation of the College. In addition, the College complies with the applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), and all local and state civil rights laws.

Under this policy, equal opportunity for employment, admission, and participation in the College's benefit and services will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.

Under the College's policy harassing or discriminatory behaviors will not be tolerated. Therefore, it is the responsibility of every member of the College community to strictly comply with the policy and procedures directed by the College President to implement the policy. This includes notifying each employee/student of his or her rights and responsibilities under the College's Nondiscrimination and Non-harassment Policy. Management staff will be held accountable for taking reasonable action to maintain work sections and educational environments free of conduct that causes, or reasonably could be considered to cause, intimidation, hostility, or discrimination.

Any person who believes he or she has been discriminated against or harassed by a College employee, representative, or student is encouraged to address those concerns with the Office of Equity & Inclusion. Complaints about issues other than alleged discrimination or harassment may be submitted in accordance with any applicable appropriate collective bargaining agreement procedure or the procedure in the Management/Confidential Handbook, or, for students, through the student grievance procedure

At any point in the procedure, an individual with concerns about discrimination and/or harassment may file a complaint with (1) the Office for Civil Rights of the United States Department of Education; (2) the Equal Employment Opportunity Commission ("EEOC"); (3) the Oregon Bureau of Labor and Industries ("BOLI") Civil Rights Division; or (4) the Department of Community Colleges and Workforce Development

The College President will establish procedures that implement this policy consistently across the District.

(October, 2013)

Current:
Under **Students and Student Services** section

Americans with Disabilities Act 1991 - Policy Statement - B 408

Portland Community College shall comply with Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1991 (ADA), and other applicable federal and state regulations that prohibit discrimination on the basis of disability. These acts mandate that no qualified person shall, solely by reason of disability be denied access to, participation in, or the benefits of any program or activity operated by the college. Each qualified person shall receive reasonable accommodation to ensure equal access to employment, educational opportunities, programs and activities, in the most appropriate integrated setting.

The President shall develop administrative standard procedures as required to carry out this policy. The President shall be responsible for dissemination of information to college staff, students and the community regarding the college's compliance with these acts.

(April 1994)

Proposed:
Move to **Board Operations BXXX** section

Equal Access (Americans with Disabilities Act 1990 (as amended)) - Policy Statement - B 207

Portland Community College shall 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. These acts mandate that no qualified person shall, solely by reason of disability be denied access to, participation in, or the benefits of any program or activity operated by the college. Each qualified person shall receive reasonable accommodation to ensure equal access to employment, educational opportunities, programs and activities, in the most appropriate integrated setting.

The College President shall develop administrative standard procedures as required to carry out this policy. The President shall be responsible for dissemination of information to college staff, students and the community regarding the college's compliance with these acts.

(October, 2013)

November 21, 2013

14-059

REVISE BOARD POLICY B 213 (SECOND READING)

PREPARED BY: Randy McEwen, Vice President

APPROVED BY: Dr. Jeremy Brown, President

REPORT: By Board Policy B 213, the Board delegates to the President the power and duty to "...adopt administrative procedures as required by Board policy, as otherwise directed by the Board, or as the President deems necessary for the effective administration of the college;"

As reviewed with the Board at its Sept. 19, 2013 meeting over the College's history, staff and the Board have exercised great care to preserve the Board's sole authority to set policy. "Policy" is widely understood within the College as those things that have the force of internal law. "Procedures" have fallen short of this level of importance.

Perhaps more importantly, the College is increasingly required to provide to regulatory agencies and agencies with whom we contract statements of policy that the College has defined as "procedures" in keeping with B 213. Frequently we have not been able to clearly meet these needs because there is a material difference in the eyes of the requesting agency between titles using "policy" versus "procedure". Even though the intent of things we consider as operating procedures is the same as the request for policy statements, the simple fact that our title is "procedure" is insufficient.

The Board could determine that it wishes to have approval authority over all the College's operating procedures so that those may be deemed "policy". Staff feels this would be an exhaustive task and difficult to manage over time, as well as a potential infringement on the President's authority granted in B 213. A more practical approach is to confer to the President authority to "...adopt operating policies and procedures...for the effective administration of the college."

RECOMMENDATION: That the Board of Directors approve on Second Reading the proposed revision to Policy B 213 as shown in Exhibit C.

College President's Duties and Responsibilities - B 213

Under its authority granted by [ORS 341.290](#), the Board establishes the office of President and delegates to the President the powers and duties as described in this policy.

The President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper administration of the college. The President or the President's designee:

- Shall be responsible for the organization and operation of the college;
- Shall appoint, remove, discipline and supervise all employees of the college in a manner consistent with the college personnel system and applicable collective bargaining agreements;
- Shall prepare and submit a proposed college budget for the Board's review and approval pursuant to Local Budget Law ([ORS 294.305 to 294.565](#)) and shall properly administer the budget as adopted;
- Shall prepare an annual work plan and report of accomplishments;
- Shall keep the Board advised of the financial condition and needs of the college;
- Shall be responsible for maintaining open communications with the Board and for keeping the Board informed as to all matters pertinent to the governance of the college;
- Shall make recommendations to the Board concerning Board policy;
- Shall, subject to the approval of the Board, conduct all aspects of real property transactions on behalf of the college;
- Shall adopt **operating policies and** procedures as required by Board policy, as otherwise directed by the Board, or as the President deems necessary for the effective administration of the college;
- Shall act as the purchasing agent for the college and shall execute and administer contracts under authority of the Board;
- Shall perform other duties consistent with this policy and as required by the Board; and
- Shall exercise all powers and duties under [ORS 341.290 to ORS 341.321](#) not retained by the Board.

November 21, 2013

14-060

APPLY TO THE STATE BOARD OF EDUCATION FOR
APPROVAL OF THE REVISED ADULT HIGH SCHOOL
DIPLOMA

PREPARED BY: Sally Earll, Curriculum Coordinator, Curriculum Support Services

FINANCIAL
RESPONSIBILITY: Dr. Christine Chairsell, Vice President, Academic and Student Affairs

APPROVED BY: Dr. Christine Chairsell, Vice President, Academic and Student Affairs
Dr. Jeremy Brown, President

REPORT: The proposed Adult High School Diploma (AHSD) Program (Exhibit D) revision gives PCC the authority to award a diploma to individuals with an exemption from compulsory school attendance, or who otherwise are not required to attend school, to earn a rigorous diploma equivalent to a local Oregon high school diploma. Before the college can award an AHSD the college must have an approved plan on file at CCWD. The revised PCC AHSD Plan was developed and refined during a six-month period with input from student services, curriculum and student records. Students who earn the AHSD are required to complete a total of 24 credits which may be a combination of high school units and community college credits.

RECOMMENDATION: That the College be authorized to submit an application to the Oregon State Board of Education for an Adult High School Diploma for Portland Community College.

Portland Community College (PCC)
Adult High School Diploma (AHSD) Program
State Plan– 10/25/2013

A. Statement of Assurance

Colleges are required to submit an original signed Statement of Assurances to the Department of Community Colleges and Workforce Development (CCWD) each year. This form indicates compliance with Oregon Administrative Rule (OAR) 589-007-0600, AHSD Program.

See Appendix A: Statement of Assurances

B. Foreword

B.1. The college's mission and goals.

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

We strive to achieve our mission through the core themes of Access and Diversity, Student Success, Quality Education, and Economic Development and Sustainability.

B.2. The AHSD program's mission and goals.

The **mission** of the Adult High School Diploma (AHSD) Program at Portland Community College is to provide quality education leading to the completion of an Adult High School Diploma in order to align with the Oregon content and performance standards. The AHSD Program promotes success and academic completion of students within the context of each student's personal, educational, and career goals. Many students seeking to reconnect with an educational pathway or to explore alternative ways to expand their educational options come into PCC through the AHSD Program. The program uses outcomes-based approaches to bridge a diverse student population from inquiry to next steps in their educational endeavors in tandem with academic and administrative services and a network of community partners. Respect and responsiveness to students' needs and learning styles characterize the support students receive through the AHSD Program.

The **goals** of the AHSD Program are to assist students in selecting courses that will meet academic needs, increase their self-confidence, improve their self-esteem, and encourage them to use academic and community resources.

B.3. How the Adult High School Diploma program aligns with the college's mission.

Consistent with the mission of the college and the Adult Education and Family Literacy Act, the mission of the PCC Adult High School Diploma program encompasses basic skills and academic instruction for students aged 16 years and beyond.

Relevant goals of the Portland Community College Board of Directors include:

- Access to learning opportunities will be expanded through the cultivation of community and business partnerships.
- Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty, and staff.
- Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.
- Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer

Portland CC seeks to provide and continually improve opportunities and options for students to earn the PCC high school diploma.

B.4. The position and department or division that is responsible for administering the AHSD program

The Vice President of Academic and Student Affairs is responsible for administering this plan.

C. Admissions Requirements

C.1. Adult High School Diploma Admission Requirements.

Prior to registration, students must:

- a. Be at least 16 years of age and released from compulsory attendance.
- b. Must have earned a minimum of 12 credits from an accredited high school or equivalent college course work if under the age of 21. Students with fewer than 12 high school credits may be admitted on a probationary status by providing an official high school transcript, or by meeting requirements for specific programs.
- c. Apply for admissions and take the reading, writing and math placement tests.
- d. Complete a student orientation once qualification for the program is determined by the college.

C.2. The process for determining a student's exemption status from compulsory attendance (exemption required for individuals 18 years old and younger).

Students enrolled in the PCC Adult High School Diploma program will be at least 18 years of age, unless they are referred through the resident high school, exempt from compulsory public instruction.

C.3. How the program will determine and document when a student (i.e., a student with or without a transcript, a home-schooled student, or other student) was first enrolled in grade 9, so that they can ensure the student meets the applicable graduation requirements. Specific graduation requirements are applied to the year a student entered 9th grade. Therefore, AHSD programs must determine each student's original 9th-grade cohort year and track the diploma requirements applied to that year.

- graduation requirements for students first enrolled in grade 9 prior to the 2008–09 school year
- graduation requirements for students first enrolled in grade 9 during the 2008–09 school year
- graduation requirements for students first enrolled in grade 9 during the 2009–10 school year
- graduation requirements for students first enrolled in grade 9 during the 2010–11 school year and in any subsequent school year.

- a. Students with an official transcript:

Students are required to provide an official transcript recognized by a regional accreditation body from their prior schools. A determination of 9th-grade cohort year is posted on the transcript.

b. Home School or students without an official transcript:

Students under 18 years of age are required to provide a letter from ESD which documents a determination of 9th grade.

C.4. The assessment requirements.

Compass is the primary assessment instrument for reading, writing, and math. Each level of reading, writing, and math is either associated with a score range in the Compass test or associated with completion of a prerequisite academic course. Students must place within the designated score range or complete prerequisite courses in order to enter reading, writing, and math courses that have been approved as listed on the AHSD Course Offerings list.

C.5. The transcript evaluation process. Describe the program's transcript evaluation policies and the processes as related to the transcription of these items:

a. Grades, including minimum acceptable grade to document proficiency

Credits recorded on an official transcript from a high school recognized by a regional accreditation body will be awarded for grades of A, B, C, D, and P. Credits from other post-secondary institutions recognized by a regional accreditation body will be awarded for grades of A, B, C, and P. No credit is awarded for grades of F, NP, or incomplete.

Advanced Placement (AP) and International Baccalaureate (IB) course credits are applied from originating transcripts in the way that is most beneficial to the student.

b. Dual credit

Dual credit that has been transcribed on both a High School and a college transcript will only be counted once for the purpose of the AHSD. Credit will be applied toward the AHSD requirements in a manner that is most beneficial to the student.

c. Achievement-based challenge tests (CLEP)

PCC accepts CLEP scores for some, but not all, subject areas. Score cutoffs vary from subject to subject. Students must submit scores to Student Records, along with a Non-Traditional Credit form. Details available at <http://www.pcc.edu/resources/student-records/clep.html> .

d. Credit for proficiency

PCC does not grant credit for proficiency or for prior learning outside of credit by examination. A Course Challenge may be requested when a student believes that s/he satisfies the content and outcome objectives of a current PCC course through prior experiential learning. Not all courses can be challenged. Each Subject Area Committee (SAC) shall determine which of its courses can be challenged. For details about academic policies and standards that govern a course challenge at PCC refer to:

<http://www.pcc.edu/resources/academic/standards-practices/AcademicStandardsandPractices--CourseChallenge.html>

e. Homeschool grades or credit

Homeschool credits recorded on an official transcript recognized by a regional accreditation body will be awarded for grades of A, B, C, D, and P.

f. Other

Students may earn credit toward the PCC Adult High School Diploma in any combination of the following:

- PCC credit courses that cover the planned course elements outlined in Oregon's Adult High School Program Manual and are listed on the approved AHSD Course Offerings, Appendix C. All PCC coursework is documented on an official Portland Community College transcript.
- Correspondence course credits recorded on an official transcript recognized by a regional accreditation body.
- A maximum of 5 high school units of credit ESOL classes taken at either the high school level or at the college recognized by a regional accreditation body.
- A maximum of 3 units in religion taken at either the high school or 3 – 3 credit courses at a college recognized by a regional accreditation body may be accepted to meet elective requirements.
- One credit of PE will be interpreted as ½ high school unit when used for PE requirement and ¼ unit when used as an elective.
- A total of 4 one-credit classes may be used in the elective column to equal one high school unit.
- Only two high school units of work experience may be applied to the adult high school diploma. One high school unit of work experience may be applied to the workplace skills requirement and one may apply as an elective.

C.6. Other program-specific admissions requirements

There are no other program specific admissions requirements

D. Student Orientation and Advising

D.1. Student Orientation Process.

a. Orientation content

The following are covered in the orientation, which is followed by an on line “quiz” so that students may check their understanding of PCC processes. Students can do their new Student Orientation at the Orientation Labs which are available at all campuses. Advisors are available at the Orientation labs to help students with additional questions that may arise after completing the orientation. Online orientation themes include:

1. Campus locations
2. Placement testing
3. Choosing a major or degree
4. Developing a term schedule
5. Using the PCC catalog and reading the class schedule
6. Distance education classes
7. Registration processes (i.e. dropping or adding a class online)
8. Viewing individual tuition and fees on line
9. Paying tuition and fees (and other costs)
10. Before class begins checklist
11. Available student services
12. Checking grades, transcripts, financial aid status on line
13. Where/how to access the Student Rights and Responsibilities Handbook

b. Methods for delivery

- The orientation is delivered online and is available to all students. Orientation Centers are available at all campuses to assist students in completing the online orientation. All online orientation material meet ADA accessibility standards.
- At the time of intake into the AHSD Program, students are aligned with needed resources, are introduced to program and college expectations, and develop a weekly schedule.

c. Orientation schedule

Orientation is offered on a continuous basis through the Orientation Centers. The schedules are posted on line. Students can access the orientation at any time.

d. Orientation evaluation

Reviews are conducted periodically to assess and improve the quality services that PCC is known for. These reviews are conducted by the staff and administrators of each program and department. The process of self-evaluation and discovery promotes success and identifies future goals as determined by the staff, students, and outside experts to improve services.

The Vice-President for Academic and Student Affairs is charged with reviewing and storing all Student Services reviews.

D.2. The Academic Advising Process.

The advising process informs the student about program and college academic expectations, remaining coursework required to meet the requirement of the AHSD, and resources on campus and in the community as appropriate to the needs of each individual student. Students are informed about college degree options where accumulated college credits may apply toward a chosen degree or certificate program.

a. Academic and career goal setting

- Students complete a program intake form which includes a questionnaire about academic goals, career interests, character strengths, and barriers to learning.
- Official transcripts, from prior accredited institutions, are evaluated. The transferable credits are recorded on a program evaluation worksheet.
- Placement scores for reading, writing, and math are recorded and factored into remaining credits to meet the requirements of the AHSD.

b. Transition options, including career pathways, postsecondary programs, career and technical education programs, other training or education programs, etc.

- A long range academic plan is developed based on student's intended enrollment and academic and career goals. When applicable to the student, guidance is provided by CTE and Career Pathways advisors and Employment Skills Training advisors.
- Students have access to transition options through college advisers, transfer center, and career center.

c. Student support services

Students have access to a wide variety of student support services, recommendations are made for campus and community resources as appropriate to each student's need. Support services available to students include:

- Student success centers, disability services, tutoring, centers, counseling, women's resource centers, multicultural centers.
- Adult High School Diploma program-specific advisors are available to students enrolled in the program.

d. Partner and community services

- Recommendations and referrals for campus and community resources are based on the individual needs of each student. Examples include Worksource Oregon, Department of Human Services, Career Pathways department at the College, vocational rehabilitation and others as deemed appropriate.

E. Student Records—Data Collection and Reporting

E.1. Establishment, maintenance, and security of student records.

PCC follows the state guidelines for student records and archiving records according to the OARs 166-450-0000 and 166-450-0125. Specifics follow:

Procedures for establishment, maintenance, and security of student records follow all college standards and guidelines.

ADMINISTRATIVE RULE NO: C310
RELATED TO POLICY SERIES NO: 7070
TITLE: STUDENT RECORDS

Two types of records are kept for students: A computerized student record will be established and updated from the admissions application, registration form, and grades. The faculty and staff have access to these records on a need-to-know basis and can make a request for information from the Registrar. Policies governing access to records and maintenance of records are contained in the document “Student Rights, Freedoms and Responsibilities and Due Process.”

ADMINISTRATIVE RULE NO: C312
RELATED TO POLICY SERIES NO: 7070
TITLE: RECORDS INFORMATION

In accordance with the Family Education Rights and Privacy Act, PCC does not have any directory information (PCC Board policy B407).

As noted in the Student Rights and Responsibility Policy, Student Rights section: Right of access to, and protection from, improper disclosure of student records.

PCC complies with all applicable state and federal laws, rules, and regulations that apply to student records. All information contained in PCC's records that is personally identifiable to any student will be kept confidential and not released except upon prior written consent of the subject student or under any other exception for the release of student records without consent. Student information may be shared among PCC faculty and staff when PCC has determined that the college has a legitimate educational interest in the information.

E.2. Maintaining current student and program data, including enrollment, attendance, assessment, and transcript data.

Enrollment data is provided from the college's student records systems. Students follow the regular registration / admissions process. Procedures for class lists, student grades and enrollment reports are

the same as for all the college's credit and non-credit courses. Attendance is monitored by faculty if they deem it essential to evaluation of a student's performance.

Grade records for each class are maintained in accordance with PCC's standards and guidelines for all classes. Course completions and grades are entered on the student's academic record by faculty at the end of the term.

E.3. Reporting student and program data in OCCURS.

Portland Community College reports the number of AHSD completers yearly in the OCCURS report which are developed and submitted by the Office of Institutional Effectiveness.

F. Services for Students with Disabilities

Disability Services at Portland Community College works to ensure students who experience disability have an equal opportunity to participate in educational and co-curricular offerings. We do this by:

- Facilitating the Accommodation Process through an individualized student-centered approach.
- Promoting Best Practices through collaboration and engagement within the community.

Students are responsible for initiating the accommodation request process. Students are encouraged to request services immediately after they have registered for classes and before the term begins. Students go through an intake process that includes:

1. Attending a Disabilities Services Orientation and submitting a Disabilities Services Intake form
2. Providing documentation of disability to assess how the student is impacted by disability
3. Intake appointment with a Disabilities Counselor to discuss appropriate accommodations based on disability
4. Completing an approved "Academic Accommodations Form" with counselor
5. Requesting accommodations and working with instructors to make sure accommodation are provided

Each instructor is required to provide the policy for accommodation on his/her syllabus and go over that statement with students at the first of class.

G. Student Assessment and Completion Criteria

G.1. How students will be assessed to ensure measure of their satisfactory progress and completion of required courses and course outcomes, including:

a. Formative assessment method

- When earning credit at PCC, students are assessed against State standards using a variety of methods, including but not limited to; exams, projects, collections of evidence, oral presentation, attendance, and group assignments.
- Students participating in the AHSD Program are held to PCC's Academic Standards of Satisfactory Academic Progress (SAP), which provide a standardized pathway for the college to assist students in maintaining successful academic progress. The policy defines four levels of academic standing and procedures for each that the student is responsible for. Each level represents an escalating level of concern and responsibility. Students not making satisfactory academic progress may be denied early registration opportunities or continued admission.

b. Summative assessment method

- Students exiting the program must meet the exit criteria consisting of a minimum of 24 high school units. At least 6 college credits must be earned at PCC. Grades must be a “D” or better. Their overall GPA must be at least 2.0 for all courses taken at PCC.
- The following documents are used to ensure student progress and completion of required courses and course outcomes:
 1. Transcript evaluation worksheet
 2. A completed academic plan
 3. A completed Personalization of the Oregon High School Diploma worksheet
 4. PCC transcript and any official transcripts from a regional accreditation body

G.2. Evaluating and documenting proficiency in required Essential Skills.

See Appendix B: Essential Skills Requirements

G.3. Program policy for acceptable grades to document student completion of course content standards.

PCC uses the traditional graded system of A, B, C, D, and F. In addition degree or certificate requirements may designate certain courses as pass/no pass only. A student may [repeat a course](#) for a higher grade under certain conditions.

G.4. Other program-specific completion criteria.

Students must submit a petition for the Adult High School Diploma to graduate. The application includes all transcripts, evaluation worksheet, and a completed Personalization of the Oregon High School Diploma worksheet, which are evaluated by the graduation office to ensure that the minimum standards for graduation have been met.

H. Course Offerings

H.1. AHSD Course Offerings.

All students who earn an Adult High School Diploma at PCC are required to earn 24 credits. For a detailed list of PCC courses see Appendix C: A Comparison of College and AHSD Courses to Oregon Graduation Requirements.

H.2. Course Outlines for all courses identified on the AHSD Course Offerings list.

Latest versions of all Course Content & Outcomes Guides are available for public viewing at:
<http://www.pcc.edu/ccog/>

H.3. Course and Content Standards alignment.

The Course Outcome Guides were reviewed against the Oregon K-12 Standards. The PCC Course Outcome Guides identify performance tasks and assessment criteria that are the basis for student performance evaluation. Course Outcome Guides are used district-wide to insure that instruction is approached consistently throughout the district. Matrices identify how PCC courses fulfill the Oregon K-12 Standards.

H.4. Transcript evaluation and recommendation of credit unit awards procedures.

Conversion Table: High School Unit – College Credit

College Courses	College Credit	High School Unit
Curriculum Area Requirement	1 credit 2 credit 3-4 credit where all standards are not met 3+ credit where all standards are met 5-6 credit where all standards are not met	$\frac{1}{4}$ unit (exc. PE) $\frac{1}{2}$ unit $\frac{1}{2}$ unit 1 unit 1 unit
Elective Requirement	1 credit 2 credit 3+ credit courses numbered below 100 3+ credit courses numbered 100 & above	$\frac{1}{4}$ unit $\frac{1}{2}$ unit $\frac{1}{2}$ unit 1 unit

I. Personalized Learning

I.1. Individual Education Plan and Profile.

See Appendix E

I.2. Career -Related Learning Experiences.

See Appendix E

I.3. Extended Application.

See Appendix E

J. Awarding AHSD Credit

J.1. Credit awarded for courses not included in Section H. (e.g., elective credit or online courses).

- Any PCC credit course may be used toward the elective requirements.
- PCC on-line courses require the same course content and outcome standards as campus-based classes.

- c. Other credits that may be considered include Advanced Placement and International Baccalaureate coursework, CLEP Exams, military, US Institutions, International transfer credit. For standards of accepting of credits refer to:
<http://www.pcc.edu/resources/student-records/transfer.html>.

J.2. Proficiency as defined in OAR 581-022-1131 for ODE Credit Options policy.

Not Applicable

K. Minimum Credit Requirement (for residency)

To complete the PCC diploma program a student must also meet the AHSD residency requirement by completing a minimum of six college credits at PCC with satisfactory grades. PCC guarantees that high school diplomas will be awarded only to students who earn at least six community college credits toward the Adult High School Diploma. No credit will be awarded for past life experience. Credit may be awarded through competency examination but will not count for the residency requirement.

L. Other Requirements

None

M. Recognition of Student Achievement

M.1. Methods used to recognize student progress and achievements.

All students who have earned the PCC Adult High School Diploma are honored at the college's commencement ceremony held in June. Students who achieve high academic standards are recognized on college Honors, Dean's and President's lists. There are no progression benchmarks for students to earn recognition other than the diploma at the completion of the AHSD program.

M.2. Methods and incentives used to encourage students to transition to postsecondary education or training.

Once students have completed the diploma requirements, PCC will connect students to other opportunities, including referral to financial aid, or assistance with other processes needed for successful enrollment at post-secondary institutions. Dual credit options and advisory support will help students select classes and programs that meet students' goals and are applicable to either a two-year associate degree program or a transfer degree. Campus Career Centers increase student awareness of different career possibilities and to ensure their access to accurate occupational information, which will help them make informed decisions compatible with their life goals. The College also operates Workforce Training Centers at a number of sites throughout the PCC service district to provide student access to state or other employment services.

Appendix A: Statement of Assurances

Oregon Department of Community Colleges and Workforce Development FY2014 Adult High School Diploma Program (AHSD) Statement of Assurances

College Name: Portland Community College

Submitted for Plan Year: 2013–14

1. The college hereby assures the Department of Community Colleges and Workforce Development (CCWD) that the college will administer the AHSD program covered in Oregon Administrative Rule (OAR) 589-007-0600 in accordance with the provisions and conditions of all applicable state statutes, regulations, and program plan.

The college assures CCWD that:

2. A person eligible for an AHSD shall earn a minimum of one adult high school diploma academic credit while enrolled in the program.
3. The program maintains current transcript information.
4. Course syllabi are available to interested individuals.
5. The program provides instruction, including courses, curriculum, and proficiency assessments, based on academic content standards adopted by the State Board of Education.
6. Each student shall demonstrate proficiency in Essential Skills adopted by the State Board of Education as provided in OAR 581-022-0615.
7. Each student shall develop an education plan and profile that meet the requirements provided in OAR 581-022-1130.
8. Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application as defined in OAR 581-022-0102.
9. Each student shall participate in career-related learning experiences outlined in the education plan as defined in OAR 581-022-0102.
10. Program data collection and reporting practices shall comply with local and state reporting requirements.
11. The program shall participate in ongoing program monitoring as required by CCWD.

To the best of our knowledge and belief, the program plan made herein is in accordance with the terms of the Oregon Department of Community Colleges and Workforce Development's AHSD plan requirements. We agree to comply with all of the preceding assurances and statements.

We hereby certify all of the above:

Typed Name: Dr. Jeremy Brown

Signature of

College President:

Date:

Typed Name: Denise Frisbee

Signature of

Chairman of College Board of Directors:

Date:

Appendix B: Essential Skills Requirements

College Name: Portland Community College

Submitted for Plan Year: 2013–14

The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. Specific Essential Skills graduation requirements are based on the year the student first enrolled in grade 9.

- Students enrolled in grade 9 in 2007–08 and earlier: NA
- Students enrolled in grade 9 in 2008–09: Reading
- Students enrolled in grade 9 in 2009–10: Reading and Writing
- Students enrolled in grade 9 in 2010–11 and beyond: Reading, Writing, and Applied Mathematics

Essential Skills	List the state-approved assessment(s) utilized to meet this requirement.	List staff positions/partners responsible for testing.	If work samples are used, describe your process to ensure testing options meet requirements outlined by the Department of Education.	How is meeting the requirement overtly transcribed for the diploma?
1. Read and comprehend a variety of texts	Placement into RD 115 or higher (minimum Compass score of 82 or Asset score of 43) or completion of RD 90 with a grade of “C” or better, or by obtaining one of the following placement scores approved by the State Board of Education: OAKS 236, ACT 18, PLAN 18, WORK KEYS 5, SAT 440, PSAT 44.	Testing Coordinator and/or Testing Asst. at Campus Testing Centers Instructional Faculty members	NA	Student Record’s Official (1) aligns successfully completed courses from official transcripts with AHSD requirements as approved on our State Plan and (2) includes print out of official placement scores showing that the minimum requirements are met.

<p>2. Write clearly and accurately</p>	<p>By obtaining one of the following test scores approved by the State Board of Education: OAKS 40, ACT Writing 19, SAT Writing 460.</p> <p>PLUS two writing work samples, at least one of which must be expository or persuasive, the other in expository, persuasive, or narrative mode. Score of 4 or higher on each sample in required traits of Ideas/Content, Organization, Sentence Fluency and Conventions.</p>	<p>Testing Coordinator and/or Testing Asst. at Campus Testing Centers Instructional Faculty members</p>	<p>Working closely with the AHSD specialist, the student determines the date to complete the writing sample and a reservation will be made at the college's testing center. The testing center is a secure, proctored space insuring students will produce individual work. The AHSD specialist sends to the testing center guidelines which must be followed which allows for the use of computers, spell check, a dictionary, and thesaurus, but they cannot use the internet. When the student arrives at the testing center they choose one writing prompt from three options available. Completed work samples will be sent to faculty, trained in using the official scoring guide, for scoring. The expectation is that students must earn a 4 in each required trait. The college will follow the guidelines outlined by the Department of Education for revising work samples. If the student does not succeed</p>	<p>Student Record's Official (1) maintains documentation of successfully completed and officially transcribed ACT, SAT, and OAKS test scores and scores from the writing samples as approved on our State Plan (2). The scores will be maintained for 10 years in the student's graduation file.</p>
---	---	---	---	--

			when writing the work sample, they can repeat the process and will receive different prompts to choose from.	
3. Apply mathematics in a variety of settings	Compass placement into MTH 70 or higher (minimum Compass score in Algebra of 48 or Asset score in Elementary Algebra of 41) or completion of MTH 63 or 65 with a grade of "C" or better.	Testing Coordinator and/or Testing Asst. at Campus Testing Centers Instructional Faculty members	NA	Student Record's Official (1) aligns successfully completed courses from official transcripts with AHSD requirements as approved on our State Plan and (2) includes print out of official placement scores showing that the minimum requirements are met.

Appendix C: PCC AHSD Course Offerings

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Language Arts (4 HS Units)	Writing	WR 80	3	Writing 80	0.5
		WR 90	3	Writing 90	1
		WR 115	4	Intro to Expository Writing	1
		WR 121	4	English Composition	1
		WR 122	4	English Composition	1
		WR 222	4	Writing Research Papers	1
		WR 227	4	Technical and Professional Writing	1
		WR 240	4	Creative Writing-Nonfiction	1
		WR 242	4	Creative Writing-Poetry	1
		WR 243	4	Creative Writing-Script Writing	1
		WR 244	4	Advanced Creative Writing-Fiction	1
		WR 245	4	Advanced Creative Writing-Poetry	1
		WR 248	4	Advanced Creative Writing-Nonfiction	1
		ESOL 152	4	Level 5 Writing	0.5
		ESOL 162	5	Level 6 Academic Writing	1
		ESOL 252	5	Level 7 Academic Writing	1
		ESOL 253	3	Advanced Supplementary Writing	0.5
		ESOL 262	5	Level 8 Academic Writing	1
		ALC 52	2	Basic English Skills Lab	0.5
		ALC 53	3	Basic English Skills Lab	0.5
	Communication	COMM 111	4	Public Speaking	1
		COMM 112	4	Persuasion, Argumentation and Debate	1
		COMM 130	4	Business and Professional Speech Communication	1
		COMM 140	4	Intro to Intercultural Communication	1
		COMM 270	3	Forensics: Speech and Debate	1
		SP 111	4	Public Speaking	1
		SP 112	4	Persuasion, Argumentation and Debate	1
		SP 130	4	Business and Professional Speech Communication	1
		SP 140	4	Intro to Intercultural Communication	1
		SP 270	3	Forensics: Speech and Debate	1
	Literature	ENG 104	4	Intro to Literature (Fiction)	1
		ENG 105	4	Intro to Literature (Drama)	1
		ENG 106	4	Intro to Literature (Poetry)	1
		ENG 107	4	World Literature – Western	1
		ENG 108	4	World Literature – Western	1
		ENG 195	4	Film Studies: Film As Art	1
		ENG 196	4	Film Studies: Directors	1
		ENG 197	4	Film Studies: Contemporary Themes and Genres	1
		ENG 201	4	Shakespeare	1
		ENG 202	4	Shakespeare	1
		ENG 204	4	Survey of English Literature	1
		ENG 205	4	Survey of English Literature	1
		ENG 207	4	World Literature – Asian	1
		ENG 208	4	World Literature – Asian	1
		ENG 209	4	World Literature – Asian (Japan)	1
		ENG 212	4	Biography and Autobiography	1
		ENG 213	4	Latin American Literature	1
		ENG 214	4	Literature of the Northwest	1
		ENG 215	4	Literature of Genocide	1
		ENG 222	4	Images of Women in Literature	1
		ENG 237	4	American Working Class Literature	1
		ENG 240	4	Introduction to Native American Lit	1
		ENG 244	4	Intro to Asian American Lit	1
		ENG 246	4	Transitional Literature	1
		ENG 250	4	Introducion to Folklore and Mythology	1
		ENG 253	4	Survey of American Literature	1
		ENG 254	4	Survey of American Literature	1
		ENG 256	4	African-American Literature	1
		ENG 257	4		1
		ENG 258	4		1
		ENG 260	4	Intro to Women Writers	1
		ENG 261	4	Literature of Science Fiction	1
		ENG 265	3	International Political Poetry	1

NOTE: Graduation requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.

SP courses are equivalent to the corresponding COMM courses. Only one of each will apply towards completion.
Example: SP 111 = COMM 111

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
<div> <p>NOTE: Graduation requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</p> </div>	literature cont . . .	RUS 241	4	Great Russian Writers	1
	Reading	RD 80	3	Reading 80	1
		RD 90	3	Reading 90	1
		RD 115	4	College Reading	1
		RD 117	3	Advanced College Reading	1
		ESOL 150	4	Level 5 Reading	1
		ESOL 160	5	Academic Reading	1
		ESOL 250	5	Level 7 Academic Reading	1
		ESOL 260	5	Level 8 Academic Reading	1
<div> <p>NOTE: Graduation requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</p> </div>	Applied Math	MTH 20	4	Basic Math	1
		MTH 60 (61+62)	4	Intro Algebra – 1 st term	0.5
		MTH 65 (62+63)	4	Intro Algebra – 2 nd term	0.5
		MTH 70	4	Review of Intro Algebra	0.5
		MTH 105	4	Explorations in Mathematics	1
		MTH 211	4	Foundations of Elementary Math I	1
		MTH 212	4	Foundations of Elementary Math II	1
		MTH 213	4	Foundations of Elementary Math III	1
		MTH 231	4	Elements of Discrete Mathematics I	1
		MTH 241	4	Calculus for Mgmt, Life, & Social Sci.	1
		MTH 243	4	Statistics I	1
		MTH 244	4	Statistics II	1
		ALC 62	2	Basic Math Skills Lab	0.5
		ALC 63	3	Basic Math Skills Lab	1
		ALC 70	2	Technical Math Support	0.5
	Algebra	MTH 60 (61+62)	4	Intro Algebra – 1 st term	0.5
		MTH 65 (62+63)	4	Intro Algebra – 2 nd term	0.5
		MTH 70	4	Review of Intro Algebra	1
		MTH 95 (91+92)	4	Intermediate Algebra	1
		MTH105/111A	4	Explorations in Mathematics	1
		MTH 111	5	College Algebra	1
		MTH 111H	5	College Algebra Honors	1
		MTH 112	5	Elementary Functions	0.5
		MTH 243	4	Statistics I	1
		MTH 244	4	Statistics II	1
		MTH 251	4	Calculus I	1
		MTH 252	4	Calculus II	1
		MTH 253	4	Calculus III	1
		MTH 254	5	Vector Calculus I	1
		MTH 256	5	Differential Equations	1
		MTH 261	5	Applied Linear Algebra I	1
<div> <p>NOTE: Credit requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</p> </div>	General Science	BI 101*	4	Biology	1
		BI 102*	4		1
		BI 103*	4		1
		BI 112*	4	Cell Biology for Health Occupations	1
		BI 121*	4	Intro to Human Anatomy & Physiology I	0.5
		BI 122*	4	Intro to Human Anatomy & Physiology II	0.5
		BI 141*	4	Habitats/Life of the Forest	1
		BI 142*	4	Habitats/Marine Biology	1
		BI 143*	4	Habitats/Fresh Water Biology	1
		BI 145	4	Introduction to Wildlife Conservation and Management	1
		BI 170	4	Environmental Science	0.5
		BI 200b*	4	Principles of Ecology - Field Biology	0.5
		BI 200c*	6	Principles of Ecology - Field Biology	0.5
		BI 211*	5	Principles of Biology	1
		BI 212*	5		1
		BI 213*	5		1
		BI 222	4	Human Genetics	1
		BI 231*	4	Human Anatomy & Physiology I	0.5
		BI 232*	4	Human Anatomy & Physiology II	0.5
		BI 233*	4	Human Anatomy & Physiology III	0.5

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Science cont . . . <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> NOTE: * science course that meets lab requirement. All science courses on this list meet scientific inquiry. </div>	General Science cont . . .	CH 100*	4	Fundamentals for Chemistry	1
		CH 101*	5	Inorganic Chemistry Principles	1
		CH 102*	5	Organic Chemistry Principles	1
		CH 104*	5	General Chemistry	1
		CH 105*	5		1
		CH 106*	5		1
		CH 211	4	Intro to Biochemistry	1
		ESR 160	4	Intro to Environmental Studies	0.5
		ESR 171*	4	Environmental Science: Biological Perspectives	0.5
		ESR 172*	4	Environmental Science: Chemical Perspectives	0.5
		ESR 173*	4	Environmental Science: Geological Perspectives	0.5
		G 201*	4	Physical Geology	1
		G 202*	4		1
		G 203*	4	Historical Geology	1
		G 291*	4	Elements of Rocks and Minerals	1
		GS 106*	4	Physical Science (Geology)	1
		GS 107*	4	Physical Science (Astronomy)	1
		GS 108*	4	Physical Science (Oceanography)	1
		GS 109*	4	Physical Science (Meteorology)	1
		PHY 101*	4	Fundamentals of Physics I	1
		PHY 102*	4	Fundamentals of Physics II	1
		PHY 103*	4	Fundamentals of Physics III	1
		PHY 121*	4	Elementary Astronomy	1
		PHY 122*	4		1
		PHY 123*	4		1
	Life Science	BI 222	3	Human Genetics	1
		BI 234*	5	Microbiology	1
	Earth and Space Science	G 207	3	Geology of the Pacific Northwest	0.5
		G 208	3	Volcanoes and Their Activity	0.5
		G 209	3	Earthquakes	0.5
	Physical Science	CH 221*	5	General Chemistry	1
		CH 222*	5		1
		CH 223*	5		1
		CH 241*	5	Organic Chemistry	1
		CH 242*	5		1
		CH 243*	5		1
		PHY 201*	4	Fundamentals of Physics I	1
		PHY 202*	4	Fundamentals of Physics II	1
		PHY 203*	4	Fundamentals of Physics III	1
		PHY 211*	5	General Physics (Calculus)	1
		PHY 212*	5		1
		PHY 213*	5		1
Social Studies (3 Units)	US History (1 Unit)	HST 201	4	History of the U.S. – I	1
		HST 202	4	History of the U.S. – II	1
		HST 203	4	History of the U.S. – III	1
		HST 204	4	Hist. of U.S. Women/Pre-colonial to 1877	1
		HST 205	4	Hist. of U.S. Women/1877 to Present	1
		HST 206	4	Hist. of U.S. Women/1920 to Present	1
		HST 274	4	African American History – I	1
		HST 275	4	African American History – II	1
		HST 276	4	African American History – III	1
	Global Studies (1 Unit)	GEO 105	4	Intro to Human Geography	1
		GEO 106	4	Geography of the Developed World	1
		GEO 107	4	Geography of the Developing World	1
		HST 101	4	Western Civ./Ancient World to Medieval	1
		HST 102	4	Western Civ./Medieval to Early Mod. Europe	1
		HST 103	4	Western Civ./Modern Europe	1
		HST 104	4	History of Eastern Civilizations/Middle East	1
		HST 225	4	History of Women, Sex, and the Family	0.5
		HST 278	4	Russian History I	1
		HST 279	4	Russian History II	1

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Social Studies cont . . .	Global Studies cont . .	HST 285	4	The Holocaust	1
	Civics and Govt and Economics. (1 unit)	EC 200	4	Intro to Economics	0.5
		EC 201	4	Principles of Economics/Microeconomics	0.5
		PS 201	4	U.S. Government Foundations and Principles	1
		PS 202	4	U.S. Government Institutions and Policies	1
		PS 203	4	State and Local Government	1
		PS 204	4	Comparative Political Systems	1
		PS 220	4	U.S. Foreign Policy	1
Health (1 unit)	Health and Psychology	HE 212	4	Women's Health	1
		HE 213	4	Men's Health	1
		HE 250	3	Personal Health	1
		HPE 295	3	Health & Fitness for Life	1
		PSY 231	4	Human Sexuality	1
		PSY 232	4	Human Sexuality	1
PE (1 Unit)	PE		1 or 2	Any PE course and any D course which is equivalent to a PE course. Exceptions are: PE 10, 120, 175A, 177, 184, 192A,B,C,D, 252, 292, 292D, 208, 281, 282A,B,C, 283, 287, 288	0.5
CTE/Arts/2nd language/workplace (3 HS Units)	Personal Finance	BA 101	4	Intro to Business	0.5
		BA 95/111	3	Intro to Accounting	0.5
		BA 218	3	Personal Finance	0.5
	CTE/Arts	ART 101	4	Intro to Art	0.5
		ART 102	4		0.5
		ART 103	4		0.5
		ART 115	3	Basic Design	0.5
		ART 116	3		0.5
		ART 117	3		0.5
		ART 204	4	History of Western Art	0.5
		ART 205	4		0.5
		ART 206	4		0.5
		ART 207	4	History of Asian Art	0.5
		ART 208	4		0.5
		ART 209	4		0.5
		ART 210	4	Women in Art	0.5
		ART 211	4	Mod. Art History/19 th Century Art in Eur.	0.5
		ART 212	4	Mod. Art History/Early 20 th Century Art	0.5
		ART 213	4	Mod. Art History/Art Since 1945	0.5
		COMM 111	4	Public Speaking	0.5
		COMM 112	4	Persuasion, Argumentation, & Debate	0.5
		COMM 140	4	Intro to Intercultural Communication	0.5
		D 150	1	Jazz Dance I	0.25
		D 151	1	Jazz Dance II	0.25
		D 169	2	Musical Theatre Dance	0.5
		D 170	2	World Dance	0.5
		ENG 195	4	Film Studies: Film As Art	0.5
		ENG 196	4	Film Studies: Directors	0.5
		ENG 197	4	Film Studies: Contemporary Themes and Genres	0.5
		GD 120	3	Graphic Design 1	0.5
		GD 122	3	Graphic Design 2	0.5
		GD 124	3	Graphic Design 3	0.5
		MM 120	2	Multimedia Design	0.5
		MM 130	3	Multimedia Graphic Video / Audio Production	0.5
		MM 140	3	Multimedia Authoring I	0.5
		MM 141	2	Incorporating Multimedia Elements in	0.5
		MM 230	4	Graphics for Multimedia	0.5
		MM 231	3	Vector Graphics & Animation for the w.w.w.	0.5
		MM 232	3	Multimedia 3D Modeling and Animation	0.5
		MM 234	3	3D for the w.w.w.	0.5
		MUS 105	3	Music Appreciation	0.5
		MUS 106	3	Opera Appreciation	0.5
		MUS 108	3	Music Culture of the World	0.5

NOTE: Credit requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
CTE/Arts/2nd language cont	CTE/Arts cont.	SP 111	4	Public Speaking	0.5
		SP 112	4	Persuasion, Argumentation, & Debate	0.5
		SP 140	4	Intro to Intercultural Communication	0.5
		TA 101	4	Theatre Appreciation	0.5
		TA 111	4	Fundamentals of Technical Theatre	0.5
		TA 112	4	Intro to Set Design	0.5
		TA 113	4	Intro to Stage Lighting	0.5
		TA 141	4	Fundamentals of Acting Techniques	0.5
		TA 142	4		0.5
		TA 143	4		0.5
		TA 144	3	Improvisational Theatre	0.5
		TA 241	4	Intermediate Acting Technique	0.5
		TA 242	4		0.5
		TA 243	4		0.5
		TA 261	4	Intro to Costuming	0.5
		TA 274	4	Theatre History	0.5
		WLD 295	4	Sculpture Welding	0.5
	Any 2nd Language	111	1/2/3	Any 2nd language	.25 or .5
		112	1/2/3		.25 or .5
		113	1/2/3		.25 or .5
		270	1/2/3		.25 or .5
		271	1/2/3		.25 or .5
		272	1/2/3		.25 or .5
		290	1/2/3		.25 or .5
		291	1/2/3		.25 or .5
		292	1/2/3		.25 or .5
		101	4		1
		102	4		1
		103	4		1
		150	6		1
		151	6		1
		201	4		1
		202	4		1
		203	4		1
		250	6		1
		251	6		1
		ASL 101	3	1 st yr. American Sign Language I	1
		ASL 102	3	1 st yr. American Sign Language II	1
		ASL 103	3	1 st yr. American Sign Language III	1
		ASL 201	3	2 nd yr. American Sign Language IV	1
		ASL 202	3	2 nd yr. American Sign Language V	1
		ASL 203	3	2 nd yr. American Sign Language VI	1
		BA 131	4	Computers in Business	0.5
	Technology	CAS 103	1	Intro to Windows	0.25
		CAS 104	1	Basic Internet Skills	0.25
		CAS 106	1	Intro to X/HTML	0.25
		CAS 109	1	Beginning PowerPoint	0.25
		CAS 110	1	Intro to Web Graphics Using Fireworks	0.25
		CAS 133	4	Basic Computer Skills/Microsoft Office	1
		CAS 140	3	Beginning Access	0.5
		CAS 170	3	Beginning Excel	0.5
		CAS 171	3	Intermediate Excel	0.5
		CAS 175	3	Intro to Flash	0.5
		CAS 206	4	Principles of HTML/XHTML	0.5
		CAS 214	4	Beginning ColdFusion	0.5
		CAS 216	3	Beginning Word	0.5
		CAS 217	3	Intermediate Word	0.5
		CAS 230	3	PageMaker	0.5
		CAS 246	4	Integrated Computer Projects	1
		CS 160	4	Exploring Computer Science	1
		CIS 120	4	Computer Concepts I	1
		CIS 178	4	Applied Internet Concepts	1

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
CTE/Arts/2nd language/workplace cont	Workplace Skills (Completion of CG 101 and 102 and 103 is equivalent to CG 100. They may not be repeated for credit)	CG 100	3	College Survival and Success	1
		CG 100A	3	College Survival and Success	1
		CG 100B	2	College Survival and Success	0.5
		CG 100C	1	College Survival and Success	0.25
		CG 101	1	College Survival and Success: Personal Responsibility	0.25
		CG 102	1	College Survival and Success: Goal Setting	0.25
		CG 103	1	College Survival and Success: Self-Management	0.25
		CG 111	1/2/3	College Skills for College Learning	.25 or .5
		CG 130	2	Today's Careers	0.5
		CG 140A	3	Career and Life Planning	1
		CG 140B	2	Career and Life Planning	0.5
		CG 140C	1	Career and Life Planning	0.25
		CG 144	1	Intro to Assertiveness	0.25
		CG 145	1	Stress Management	0.25
		CG 191	3	Exploring Identity and Diversity for College Success	1
		CG 209	1	Job Finding Skills	0.25
		CG 280A	1/2/3	Career Exploration	.25/.5/1
		CG 280B	1	Career Exploration	0.25
		CJA 100	3	Intro to Professions in Criminal Justice	0.5
		ECE 200	3	The Professional in Early Ed & Family Studies	0.5
		FT 101	2	Fitness Technology Seminar	0.5
		MM 110	1	Intro to Multimedia	0.25
		MSD 101	3	Principles of Mgmt. & Supervision	0.5
		MSD 105	3	Interpersonal Communication	0.5
		MSD 107	3	Organizations and People	0.5
		MSD 115	3	Improving Work Relations	0.5
		MSD 117	3	Customer Relations	0.5
		MSD 121	3	Leadership Skill Development	0.5
		MSD 130	3	Creative Problem Solving	0.5
		MSD 161	1	Customer Relations	0.25
		MSD 170	1	Challenge of Ethics/Values in Wrkplace	0.25
		MSD 179B	1	Avoid Burnout/Build Resilience	0.25
		MSD 212	3	Work Analysis and Improvement	0.5
		MSD 279	3	Project Management	0.5
		RE 100	3	Intro to Real Estate	0.5
		WLD 100	1	Career Opportunities for Welders	0.25
Electives	Electives	Any	1	Any credit class #'d below 100	0.25
		Any	2	Any credit class #'d above 100	0.5
		Any	3+ CR	Any credit class #'d below 100	0.5
		Any	3+ CR	Any credit class #'d above 100	1
<div>NOTE: Credit requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</div>					
Important Notes					
● PE Credits- Maximum of 3 HS units accepted. Each 1 credit PCC PE class is equal to .5 units for the PE requirement only.					
● ESOL Credits- Maximum of 5 HS units of ESOL courses from PCC.					
● Religion Credits- Maximum of 3 HS units taken at either high school or college level.					
Personalization of the Adult High School Diploma Requirements					
● Educational Plan and Profile					
● Career-Related Learning Standards					
● Career-Related Learning Experiences					
● Extended Application through a Collection of Evidence					
High School Unit and College Credit Conversion					
● Conversion is measured by total seat time, classroom hours, study time, and adult high school standards met by each course.					

Appendix D: A Comparison of College and AHSD Courses to Oregon Content Standards

College Name: Portland Community College

Submitted for Plan Year: 2013–14

Directions:

Please submit the college's chart or checklist that provides a comparison of college and Adult High School Diploma courses to Oregon Content Standards. If your program does not have such a document, please see the chart below for an example of a reporting template. Resources related to Oregon K–12 Academic Content Standards are available at <http://www.ode.state.or.us/search/results/?id=53>.

MATH
APPLIED MATH

APPLIED MATH Course Content Standards:

	Perform numeric calculations on real numbers, expressions, and matrices using appropriate tools. Learners use the four basic math functions to solve problems.	Estimate solutions to problem situations and determine if solutions are reasonable and accurate. Learners verify estimated math solutions using appropriate mathematical operations and tools.	Demonstrate use of appropriate technology to solve mathematic problems. Learners use calculators and computers to input and obtain results to problems.	Use different standard units of measurement with precision and accuracy. Learners demonstrate use of measurement to solve problems in context.	Understand the meaning of statistics as a way of organizing and interpreting data. Learners demonstrate the roles of statistics in their lives.
MTH 105	x	x	x	x	x
N/A					
MTH 112		x	x	x	x
MTH 231	x		x		
MTH 232	x		x		
ALC 62		x	x	x	
MTH 30		x	x	x	

MATH
ALGEBRA

ALGEBRA Course Content Standards:

	Solve equations and inequalities numerically, graphically, or algebraically. Learners understand and explain the purpose and applications of the concepts.	Use matrices to organize information, solve systems of equations, and graph linear, quadratic, and exponential functions. Learners apply this knowledge to real world situations and understand when they should be used.	Draw inferences, make predictions, and solve problems related to the display of mathematical data in charts / tables / graphs. Learners demonstrate the uses of these skills in context.	Use concepts of probability to represent and interpret situations or problems in evolving uncertainty. Learners recognize the principles of probability in their own life.	Use mathematical formulas and other indirect measures (ratios, drawings, scale models) to solve problems. Learners apply these formulas to their lives in concrete ways.
N/A					
MTH 231		x	x		x
MTH 232	x		x		xx
ALC 62	x		x		x
MTH 30	x		x		x

WORKPLACE / LIFE SKILLS ART

ART Course Content Standards:

	Demonstrate how forms of expression influence the way people behave. Learners analyze art for communicating feelings and concerns.	Discover how cultural values shape artistic expression. Learners observe critically and articulate cultural differences that are expressed through different art forms.	Examine the function and purpose of art criticism and aesthetic judgment on works of art. Learners seek and use feedback to reflect upon personal opinions related to beauty and artistic expression.	Recognize three periods of art history and be able to identify works of art from those periods. Learners find and review movements in art history.	Research how technology has shaped what we consider to be pleasing. Learners discuss with details the role and influence of technology and the media.	Display personal works of art. Learners demonstrate self-confidence and personal authority in creating different art forms.
N/A						
MM 235	x		x		x	
MM 237	x		x		x	x
MM 238	x		x		x	
MM 260	x		x			x
MM 261	x		x			x
MM 262	x		x			x
ENG 195	x	x	x			
ENG 196	x	x	x			
ENG 197	x	x	x			
Art 256	x		x			x
Art 277	x		x			x
Art 279	x		x			x
Art 293	x		x			x
Art 295	x		x			x

WORKPLACE / LIFE SKILLS
ART

ART 290	x		x			x
ART 291	x		x			x
ART 248	x		x			x
ART 218	x		x			x
ART 220	x		x			x
ART 215	x	x	x	x		
ART 217	x	x	x	x		
ART284	x		x			x
ART 131	x		x			x
ART 181	x		x			x
ART 231	x		x			x
ART 281	x		x			x
ART 287	x		x			x
ART 140	x		x		x	x
ART 240	x		x		x	x
ART 141	x		x		x	x
ART 142	x		x		x	x
ART 143	x		x		x	x
ART 237	x		x			x
ART 253	x		x			x

LANGUAGE ARTS
COMMUNICATIONS

COMMUNICATION Course Content Standards:

	Identify and frame topics, questions, and purposes for inquiry: plan and conduct research, including documentation of sources. Learners locate and interpret a variety of informational sources, including personal experience.	Demonstrate organization by developing a beginning, middle, and end and by providing clear sequencing of ideas and transitions. Learners organize thoughts, opinions, and ideas.	Orally convey clear, focused main ideas with accurate, relevant supporting details, appropriate to audience and purpose. Learners organize and present information to serve the purpose, context, and audience.	Use a variety of verbal and non-verbal communications appropriate to audience and purpose. Learners assess the audience, understand how to reach its members, and use a variety of ways to communicate.	Analyze and evaluate oral, visual, and written/media communications. Learners clarify their purpose for listening and use listening strategies appropriate to the purpose.
SP 130	x	x	x	x	x
SP 270	x	x	x	x	x
SP 100				x	x
SP 101		x	x		x
SP 214		x		x	x
SP 215		x	x	x	x
SP 227		x			
SP 228		x			x
SP 237		x			
ESOL 164		x	x		x
ESOL 164		x	x	x	x
ESOL 240		x			x
ESOL 254		x	x		x
ESOL 164	x	x	x		
ESOL 154	x	x			
ESOL 140		x			

SCIENCE
GENERAL SCIENCE

	Understand fundamental concepts that unify scientific thinking. Learners apply concepts of change, constancy and measurement, order and systems, evidence and models, evolution and equilibrium, structure and function to better understand the nature of science.	Learn about the history and nature of science, including advances made over time and changes in perspective. Learners understand how science advances through theory development and hypothesis testing.	Understand the nature of scientific investigation, through use of logic, rules of evidence, and controlled experimentation. Learners determine the accuracy, bias, and usefulness of information obtained through scientific methods.	Analyze the personal and social aspects of scientific knowledge. Learners reflect and evaluate the effect of science on their daily lives.
BI 101	x	x	x	x
BI 112	x	x	x	x
BI 141	x	x	x	x
BI 143	x	x	x	x
BI 145	x	x	x	x
PHY 121	x	x	x	x
PHY 122	x	x	x	x
PHY 123	x	x	x	x
G 201	x	x	x	x
G 202	x	x	x	x
G 203	x	x	x	x
G 291	x	x	x	x
CH 101	x	x	x	x
CH 102	x	x	x	x
CH 104	x	x	x	x
CH 105	x	x	x	x
CH 106	x	x	x	x
CH 211	x	x	x	x
CH 212	x	x	x	x
CH 222	x	x	x	x
CH 223	x	x	x	x
CH 241	x	x	x	x
CH 242	x	x	x	x
CH 243	x	x	x	x

SCIENCE
GENERAL SCIENCE

BI 170	x			x
BI 200A				
BI 200B	x		x	x
BI 200C	x		x	x
ESR 160	x			x
ESR 171	x			x

WORKPLACE / LIFE SKILLS HEALTH

HEALTH Course Content Standards:

	Examine concepts of physical, mental, and emotional health. Learners identify behaviors that promote healthy living.	Apply prevention and risk reduction concepts to health-related problems. Learners use resources to identify common health problems, their origin and treatment.	Monitor, gather, and assess health information. Learners analyze health products and services while considering media, technological, and cultural influences.	Analyze individual heredity, health habits, or behaviors. Learners analyze individual health conditions to determine risk factors and create a plan for improving one's current or future health situation.	Understand and apply interpersonal communication skills to enhance health. Learners recognize when help is needed and where to seek information and support in the community.
HPE 295	x	x	x	x	x
SOC 231	x	x	x	x	x
GRN 165	x	x	x	x	x
GRN 170	x	x	x	x	x
GRN 240	x	x	x	x	x
GRN 265	x	x	x	x	x
GRN 267	x	x	x	x	x
GRN 268	x	x	x	x	x
GRN 269	x	x	x	x	x
GRN 270	x	x	x	x	x
GRN 271	x	x	x	x	x
GRN 272	x	x	x	x	x
PSY 236	x	x	x	x	x
N/A					
GRN 131					x
GRN166	x	x			x
GRN 237	x	x			x
HE 254	x		x	x	x
HE 255	x		x		

SCIENCE
LIFE SCIENCE

LIFE SCIENCE Course Content Standards:

	Understand structure, functions, and interactions of living organisms and the environment. Learners apply fundamental concepts of life to their situation as an individual, family member, and part of a community.	Explain the laws of heredity and their relationship to the structure and function of DNA. Learners discover the relationship of this information to their lives.	Understand and describe diversity of species and the effect of change on an ecosystem. Learners relate the concepts and principles of ecosystems to our environment, including the impact of humans on the system.	Analyze how living things have changed over geological time using fossils and other evidence. Learners evaluate hypothesis based on understanding the aspects of evidence to theory development.
N/A				
BI 101	x		x	x
BI 112		x		x
BI 141	x		x	x
BI 143	x		x	x
BI 145	x		x	x
BI 170	x		x	x
BI 200A	x		x	x
BI 200B	x		x	x
BI 200C	x		x	x
BI 213	x		x	
BI 222	x	x		x
ESR 160	x		x	
ESR 171	x		x	

WORKPLACE/LIFE SKILLS
PHYSICAL EDUCATION

PHYSICAL EDUCATION Course Content Standards:

		Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment. Learners consider the constraints of the situation when choosing a course of action.	Identify and apply basic principles of fitness development. Learners recognize the relationship of health-related fitness to the pursuit of physical activity.	Apply rules, procedures, and safe practices while working cooperatively with a partner or on a team. Learners identify and draw upon everyone’s strengths in participating on a team.
All courses .5 except				
PE 281				
PE 282A				
PE 282B				
PE 283				
PE 287				
PE 288				
All Prof Acts				
N				
N/A				
D 177			x	x
D 120			x	x
D 175A			x	x
D 192A			x	x
D 192B			x	x
D 192C			x	x

WORKPLACE/LIFE SKILLS
PHYSICAL EDUCATION

D 192D			x	x
D 184			x	x
D 252			x	x
D 292			x	x
D 292D			x	x
D 209			x	x

WORKPLACE/LIFE SKILLS
PHYSICAL EDUCATION

	Recognize the importance of sport in all cultures. Learners have a broad perspective of sports activities.
	X
	X
	X
	X
	X
	X

WORKPLACE/LIFE SKILLS
PHYSICAL EDUCATION

x
x
x
x
x
x

WORKPLACE/LIFE SKILLS TECHNOLOGY

TECHNOLOGY Course Content Standards:

	Know basic keyboarding and computer operational concepts. Learners will be computer literate in order to meet the essential workplace and life roles as a worker, citizen, and family member.	Identify social, ethical, and human issues related to technology. Learners analyze and evaluate human, legal, and civic rights and responsibilities in personal and social contexts.	Understand computer programs as a work and communications tool. Learners demonstrate knowledge of word processing, Internet use, and electronic communications.	Use computer technology to assist in research. Learners gather, analyze, and use information from diverse sources to form opinions, make decisions, and take action.	Apply appropriate use of technology for everyday living. Learners demonstrate competency in the use of calculators, telephone centers, remote controls, and other common household technologies.
CAS 246	x	x	x	x	x
CAS 104	x	x	x	x	x
CAS 133	x	x	x	x	x
N/A					
CAS 170A	x		x		x
CAS 171		x	x		x
CAS 206			x		
CAS 208		x	x		x
CAS 211D		x	x		
CAS 213			x		
CAS 214			x		
CAS 215			x		
CAS 216	x		x		x
CAS 216A	x		x		x

WORKPLACE/LIFE SKILLS
TECHNOLOGY

CAS 217	x		x		x
CAS 220			x	x	x
CAS 225			x		
CAS 231	x		X		x
CAS 232	x		x		x
CAS 275		x	x		x
CAS 103	x				
CAS106					
CAS 109	x	x	x		
CAS 110			x		
CAS 111D		x	x		
CAS 111E		x	x		
CAS 121	x		x		
CAS 121A	x		x		
CAS 122	x		x		
CAS 123	x		x		
CAS 135	x		x		
CAS 140	x		x	x	x
CAS 151	x		x		x
CAS 170	x		x		x

LANGUAGE ARTS
WRITING

WRITING Course Content Standards:

	Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, and other writing conventions of standard written English. Learners effectively use these conventions in writing.	Structure information in clear sequence to form a coherent and unified piece of writing. Learners organize ideas in writing that clearly communicate to the intended audience.	Communicate thoughts, ideas, information, and messages in written form and create documents such as letters, directions, manuals, reports, and proposals. Learners use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.	Apply knowledge of standard written English to edit and revise writing. Learners improve written communication through editing and revision.	Choose appropriate language, style, and format for a variety of written communication purposes and audiences. Learners effectively communicate in a variety of situations.
WR 222	x	x	x	x	x
WR 227	x	x	x	x	x
WR 240	x	x	x	x	x
WR 242	x	x	x	x	x
WR 243	x	x	x	x	x
WR 244	x	x	x	x	x
WR 245	x	x	x	x	x
WR 248	x	x	x	x	x
WR 123	x	x	x	x	
WR241	x	x		x	
WR 246	x	x		x	
WR 247	x	x	x	x	
J 103	x	x	x		x

READING Course Content Standards:

	Recognize, pronounce, and know the meaning of words in text. Learners reading with understanding.	Employ a variety of reading strategies to locate and understand information in different kinds of printed materials. Learners access information in order to understand the world around them.	Understand information as it is presented in graphic form including charts, graphs, diagrams and tables. Learners read and use information in a variety of graphic forms to understand, evaluate, analyze, and present information.
ESOL 160	x	x	x

LITERATURE Course Content Standards:				
		Demonstrate literal, inferential, and evaluative comprehension of a variety of printed materials such as novels, short stories, poetry, myths, fables, essays, and drama. Learners read and comprehend literature that provides meaning at several levels of understanding.	Analyze how literature records, reflects, communicates, and influences human events in a variety of cultural contexts. Learners make connections and understand relationships between reading and their roles as worker, citizen, and family member.	Examine meaning of a text by analyzing style and structure, and form critical judgments about the merits of a text through an evaluative process. Learners employ critical thinking skills in order to understand literature's historical or societal context and meaning.
	RUS 241	x	x	x
	ENG 212	x	x	x
	ENG 215	x	x	x
	ENG 237	x	x	x
	ENG 246	x	x	x
	ENG 250	x	x	x
	ENG 261	x	x	x
	ENG 265	x	x	x
	ENG 195	x	x	x
	ENG 196	x	x	x
	ENG 197	x	x	x
	N/A			
	ENG 275		x	x

Appendix E: Personalized Learning Requirements

College Name: **Portland Community College**

Submitted for Plan Year: **2013–14**

Directions:

Please complete the table below. Resources related to Personalized Learning Requirements are available at <http://www.ode.state.or.us/search/page/?id=1669>.

Diploma requirement area	List courses (name and number if available) or activities utilized to meet this requirement	Describe the evaluation method and frequency	How are requirements transcribed for the diploma?
Education Plan and Profile: Students will develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.	<ol style="list-style-type: none"> 1. Meeting with HS Specialist and/or Advisor 2. College Placement Exams (reading, writing, & math) 3. Evaluation of transcripts from accredited high school(s) &/or other institutions 4. Credit Conversion Form (monitors progress) 5. Academic plan – short term & long term goals 6. PCC Academic Progress Standards – students enrolling for the Diploma must achieve a minimum 2.0 GPS 	<ol style="list-style-type: none"> 1. Compass or Asset at enrollment in 1st or 2nd term 2. Initial meeting(s) prior to first term with Specialist (& Instructors as needed) 3. Ongoing meetings as applies each term to assess student progress 	<ul style="list-style-type: none"> ● PCC transcript ● Transcripts from accredited high school(s) &/or other institutions ● Personalization of the AHSD ● Petition for AHSD signed by student & Specialist
Career-Related Learning Experiences: Students will participate in experiences that connect classroom learning with real-life experiences in the workplace, community, and/or school relevant to their education plan.	<ol style="list-style-type: none"> 1. CG 100, College Survival & Success 2. CG 111, Study Skills for College Learning 3. CG 130, Today's Careers 4. CG 140, Career and Life Planning 5. BA 218, Personal Finance 6. CG 280A, Career Exploration 7. Transferable credit in the areas above from prior school(s) 8. Management & Supervisory Development 	Successful completion or course or activity by end of term or prior to approved graduation petition.	<ul style="list-style-type: none"> ● PCC transcript ● Transcripts from accredited high school(s) &/or other institutions ● Personalization of the AHSD ● Petition for AHSD signed by student & Specialist

	classes – variety related to work/life skills		
Extended Application: Students will apply and extend their knowledge in new and complex situations related to the student's personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real-world contexts.	1. Campus resources 2. Community resources 3. Other learning experiences that include: wAssociated Students, PCC, wStudent Government, wPeer Advisor, wGuest Speaker (serving as), w CG280 (practical worksite experience), wInformational/mock Interview, wJob Shadow, wService Learning, wInternship, wVolunteer Activities/Work, wDocumentation from prior schools.	Successful completion of course or activity by end of term or prior to approved graduation petition.	<ul style="list-style-type: none"> ● PCC transcript ● Transcripts from accredited high school(s) &/or other institutions ● Personalization of the AHSD ● Petition for AHSD signed by student & Specialist
Career-Related Learning Standards: Students will demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.	1. Assessments related to learning styles, personality, &/or career development 2. Informational web research related to college scholarships, continuing education, and/or career 3. Information/Mock interview related to a perspective college &/or career 4. Interview &/or work experience 5. Job Shadow/Volunteer Activities 6. College Courses connected to major 7. Resume'	<ul style="list-style-type: none"> ● Related documentation attached to "Personalization of AHSD" form ● Successful completion of course(s) or activity by end of term or prior to approved graduation petition. 	<ul style="list-style-type: none"> ● Completion of individualized AHSD plan. ● Petition for AHSD signed by student & Specialist

November 21, 2013

14-061

DELEGATE AUTHORITY TO COLLEGE PRESIDENT
TO NEGOTIATE CONTRACTING COLLEGE
RELATIONSHIP WITH OREGON COAST COMMUNITY
COLLEGE (OCCC)

PREPARED BY: Dr. Christine Chairsell, Vice President, Academic and Student Affairs

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Oregon Coast Community College has a contracting college relationship with Clatsop Community College. This relationship will be terminated in the future, as Oregon Coast pursues its strategic goal of independent accreditation. Oregon Coast has requested that PCC assume the role of its contracting college "parent", in part due to the leadership and experience that PCC can provide to Oregon Coast during its journey to self-accreditation, as demonstrated by Columbia Gorge Community College's recent achievement of self-accredited status conferred by the Northwest Commission. PCC staff has had recent discussions with Oregon Coast about PCC's envisioned role.

RECOMMENDATION: That the Board delegate its authority to the College President to determine if a contracting college relationship with Oregon Coast is feasible, and if so to develop contracts necessary to achieve that relationship. Such contracts will require the concurrence of the Board Chair and College Counsel.

November 21, 2013

14-062

APPOINTMENT OF DELEGATES TO ATTEND THE
ASSOCIATION OF COMMUNITY COLLEGE
TRUSTEES (ACCT) 2014 COMMUNITY COLLEGE
NATIONAL LEGISLATIVE SUMMIT IN WASHINGTON,
D.C. FROM FEBRUARY 10-13, 2014

PREPARED BY: Jeannie Moton, Assistant, Board of Directors

APPROVED BY: Dr. Jeremy Brown, President

REPORT: In accordance with Board Policy B 210, the Board of Directors recognizes the benefits derived by the College through membership in various educational organizations and from attendance of directors at state and national meetings which deal with community college issues. The Chair and Vice Chair have considered a slate of delegates to attend the ACCT National Legislative Summit in Washington, D.C. from February 10-13, 2014.

RECOMMENDATION: That the Board of Directors appoint Denise Frisbee, Jim Harper, Kali Thorne-Ladd, Ken Madden, Deanna Palm, Gene Pitts and the APPOINTMENT for Zone 3 as delegates to represent the College at the ACCT National Legislative Summit.

Portland Community College does not tolerate unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity or operation of the District. In addition, the college complies with the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), USERRA – Uniformed Services Employment and Reemployment Rights Act, and all county, state and federal civil rights laws. Accordingly, equal opportunity for employment, admission, and participation in the college's benefit and services shall be extended to all persons, and the college shall promote equal opportunity and treatment through a positive and continuing affirmative action plan.