

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	¼ unit (exc. PE) ½ unit ½ unit 1 unit 1 unit
Elective Requirement	1 credit 2 credit 3+ credit courses numbered below 100 3+ credit courses numbered 100 & above	¼ unit ½ unit ½ 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).

- a. Any PCC credit course may be used toward the elective requirements.
- b. 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>
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			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	SP courses are equivalent to the corresponding COMM courses. Only one of each will apply towards completion. Example: SP 111 = COMM 111	COMM 111	4	Public Speaking
	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.

Summer 2013 - Spring 2014 PCC AHSD Course Offerings

AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit		
<p>NOTE: Graduation requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</p>	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		
		Math	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		
	Science		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		
<p>NOTE: Credit requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.</p>							

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: 5px 0;"> 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
NOTE: Credit requirements vary depending upon when a student entered 9th grade. See an advisor for guidance.		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
Important Notes					
<ul style="list-style-type: none"> ● 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					
<ul style="list-style-type: none"> ● 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					
<ul style="list-style-type: none"> ● 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

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?
<p>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.</p>	<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
<p>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.</p>	<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 	<p>Successful completion or course or activity by end of term or prior to approved graduation petition.</p>	<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		
<p>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.</p>	<ol style="list-style-type: none"> 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. 	<p>Successful completion or course or activity by end of term or prior to approved graduation petition.</p>	<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
<p>Career-Related Learning Standards: Students will demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.</p>	<ol style="list-style-type: none"> 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

