

Curriculum Committee Meeting Agenda

Voting Committee Members

Diana Lee-Greene – Chair
Stephen Shwiff – Vice Chair
Janette Harrington
Dave Mason

Jules Burton
Brian Greene
Joel Kabokov

Annette Byers
Leigh Hancock
Tom Lieurance

Non-Voting Committee Members

Susan Lewis (Curriculum)

Kaylene Herman (Student Services)

Support Staff

Jenifer Halter (Curriculum)

Guests

December 6, 2011 4:00-5:30 p.m.

The Dalles Campus, room 3.218 (student services conference room)

Hood River Campus, room 1.209 (conference room)

Old Business:

1. Financial Aid checkbox/sign-off clarification
2. Inactivation of courses notification clarification
3. Course description guidelines (please review attached course description examples prior to meeting)

Course submissions:

1. none

Discussion Items:

1. Related Instruction – definition, purpose, requirements (please review attachments on RI prior to meeting)

Next Meeting:

January 10, 2012

Attachments:

Course description examples, Related Instruction Overview, Related Instruction Guidelines, CGCC Related Instruction form, RI template for MA, RI template for RET

Course Description Examples

Math examples

MTH 060 Algebra I (Clackamas Community College)

4 credits, Fall/Winter/Spring/Summer

Designed for review or for the beginner, this course is an introduction to topics in algebra. Expressions, equations, and inequalities are explored numerically, symbolically, graphically, and verbally. Prerequisite: Pass MTH-020 with a C or better or placement in MTH-060.

MTH 060 – ALGEBRA I (Central Oregon Community College)

Introduction to algebra, integers, rational and real numbers, algebraic expressions, linear equations and inequalities in one and two variables, and systems of equations and inequalities. Recommended prerequisite: MTH 20 or equivalent.

MATH 070 Elem Algebra Credits: 4.00 (Eastern Oregon University)

Fundamental concepts of algebra. This course is equivalent to first year high school algebra. Concepts include solving equations, graphing equations and inequalities, and solving systems of equations. (Not applicable toward baccalaureate degree.) Prerequisite: MATH 040 or equivalent.

MTH 111 College Algebra (Clackamas Community College)

5 credits, Fall/Winter/Spring/Summer

A transfer course designed for students preparing for trigonometry, statistics or calculus. Analysis of piecewise, polynomial, rational, exponential, logarithmic, power functions and their properties, including transformations and symmetry, composition, inverse, regression, the binomial theorem and an introduction to sequences and series. Recommended: Pass RD-090 or placement in RD-115; Pass WR-095 or placement in WR-121. Prerequisite: Pass MTH-095 with a C or better or placement in MTH-111.

MTH 111 COLLEGE ALGEBRA (Central Oregon Community College)

Introduces graphs and functions (linear, quadratic, polynomial, rational, exponential and logarithmic) using a graphing calculator. First term of a precalculus sequence for science students. Recommended prerequisite: MTH 95 or equivalent. Graphing calculator required. TI-83 or TI-84 recommended. Credits: 4 Lecture: 4

MATH 111- College Algebra Credits: 4.00 (Eastern Oregon University)

Topics examined in this course include equations and inequalities in one variable, a careful treatment of the function concept, and an examination of the properties and applications of several important families of functions: polynomial, rational, exponential and logarithmic. Prerequisite: MATH 095 or equivalent.

Psychology examples

PSY 201 Introduction to Psychology – Part 1 (CGCC)

First term of a two-term sequence in introductory psychology covering the history of psychology, scientific methods, the brain and nervous system, sensation and perception, states of consciousness, human development, learning, memory, language, and cognition.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

PSY 201 (Rogue CC)

COURSE DESCRIPTION

This course is designed to give students an introduction to the field of Psychology, to develop a broad understanding of Psychology's diversity, and to discover how Psychology relates to the challenges of everyday life.

PSY 215 Human Development (CGCC)

Surveys major theories of behavior and patterns of change and continuity in people over the life span. Emphasizes development from physical, cognitive, social, emotional, moral, and cultural perspectives from prenatal development through development of infants, children, adolescents, adults, and the elderly. Recommended: PSY 201A or 202A. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

PSY 202 from Treasure Valley CC

Course Description: Discusses theories of intelligence and learning, surveys psychological processes of language and thought, motivation, emotion, and primary theories of human growth and development.

TEXT: Psychology In Action Seventh Edition

Published by: John Wiley & Sons, Inc. ISBN # 0-471-26326-5 Author: Huffman

STUDY GUIDE: Recommended, but optional

Published by: John Wiley & Sons, Inc. ISBN # 0-471-45490-7

Authors: Huffman

Extended Course Description: The focus of Psychology 202 is to:

Define learning and provide information about the types and theories of learning;

Introduce the physiological and psychological basis for memory, thinking, and intelligence;

Facilitate exploration of the theories of motivation and emotion;

Explore theories of development from prenatal to early childhood, from early childhood to adolescence, from adolescence through early, middle, and late adulthood; and

Examine special issues in development including attachment, divorce, parenting issues, grief and loss issues, and some of the myths related to development.

Medical Assisting examples

MA 123 MEDICAL OFFICE CLINICAL PROCEDURES, 3 CR. (CGCC)

Examination room techniques, assisting the physician with examinations, treatment and minor surgery. Covers methods of asepsis and sterilization and the proper care of equipment and supplies. Concurrent enrollment MA 124. Prerequisite: MP 111 ; Bi 55 or 233; MTH 22a and placement into RD 115 and WR 115.

MA 110 CLINICAL ASSISTANT 1 (Lane CC)

Prerequisite: Admission to the Medical Office Assistant program, previous completion of or concurrent enrollment in all fall term Medical Office Assistant courses. Introduction to clinical assisting in the ambulatory care setting. Includes learning aseptic technique, sterilization of instruments, exam room techniques, vital signs, taking a patient history, proper handling of patient medical record and documentation requirements.

3.000 Credit hours 20.000 TO 24.000 Lecture hours 30.000 TO 36.000 Lab

MA 113 MEDICAL ASSISTANT: CLINICAL PROCEDURES II (Clatsop CC)

Students demonstrate increasing knowledge and skills necessary to provide care to clients and work in medical office or clinic settings, including: preparing clients for examinations and procedures; performing diagnostic tests; recognizing and responding appropriately to emergencies; client teaching; and office management. **Prerequisite:** MA 112, OA 126 and MA 120 with a “C” grade or better; completion of (with a “C” grade or better) or concurrently enrolled in MA 121. **Co-requisite:** Concurrently enrolled in MA 133. WINTER 2012, 2013 (2.00 Lecture, 6.00 Lab Hrs./Wk.) 4 Credits

Pre-College Math I and Writing II examples

Columbia Gorge Community College

Math – Renew or increase math skills.

Writing – Develop writing and grammar skills.

Rogue Community College

Credit (nontransferable courses) (sic) are offered through our Academic Skills program to provide you with the basic academic skills needed for college level courses.

SK 8 – Introduction to Math 4 credits – P/NP

Improves basic arithmetic skills and provides a better understanding of the fundamentals of mathematics. Designed to improve problem solving ability in every day and work-related applications, and to increase confidence and desire to continue the study of math.

Prerequisite: *Designated placement test score.*

Syllabus: Foley, Sumrall, Chandler, Petitt

WR 30 – Fundamentals of **Composition II** 4 credits – P/NP

Introduces basic essay format while reinforcing sentence skills and paragraph development. Critical thinking and reading is also emphasized.

Prerequisite: WR20

Syllabus: *Settles, Brockman, Sours*

Lane Community College

Math – Renew or increase math skills.

Writing – Develop writing and grammar skills.

Klamath, Treasure Valley, Southwestern, Linn-Benton

Can't find anything at all.

History examples

HST 225 History of Women, Sex, and the Family, 4 Cr. (CGCC)

Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work.

Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. audit available.

HST 225 Women in World History (Mt Hood CC)

This course surveys the contributions and experiences of women in selected global cultures from prehistory to the present. This course is also occasionally offered in an independent study format. Offered at irregular intervals

HST 201 History of the United States - I (CGCC)

Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

HST 202 History of the United States - II (CGCC)

Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1840 to 1914. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

HST 203 History of the United States - III (CGCC)

Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from 1914 to present. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

HST 201: History of United States (3) (Umpqua CC)

The American heritage; European colonization; the Colonial Period and internal development; the American Revolution, early national period. 3 lecture hrs/wk. F

HST 202: History of United States (3) (Umpqua CC)

The American Nation; problems, turmoil, and the Civil War; Reconstruction; America reshaped by industrial development, imperial foreign policy, and domestic era of progress. 3 lecture hrs/wk. W

HST 203: History of United States (3) (Umpqua CC)

America in the 20th Century; World War I & II, the Depression, the Cold War, domestic change and Asian war in the 1960s, the politics of the 70s and 80s, and the international role of the U.S. since 1945. 3 lecture hrs/wk. S

HST 201 (Mt Hood CC)

History 201 describes American History starting with the arrival of the first inhabitants in North America more than 10,000 years ago and includes topics such as the development of Indian civilizations; the European discovery, invasion and settlement of North America starting in the 1400s; the development of Spanish, French, English and Russian empires starting in the 1500s; the battle for empire which made England the dominant world empire in the 1700s; the founding of and development of English colonies ranging from the Caribbean to Canada; the 13 English colonies that united and rebelled against the mother country in the 1700s; the American Revolution; the creation of the U.S. Constitution, Robert Gray's locating the Columbia River and Oregon's role in early U.S. history, the early national era, and the era of Andrew Jackson.



Related Instruction Overview

Questions? Contact us: 971-722-7816 | fax: 971-722-7576 | curriculum@pcc.edu | [Meet the Curriculum Office Staff](#)

PCC's accreditation agency, the Northwest Commission on Colleges and Universities requires that certificate programs of 45 credits or more **MUST** include a recognizable body of instruction in program-related areas of:

1. Communication
2. Computation
3. Human relations.

The body of instruction is referred to as "Related Instruction".

From NWCCU Standards:

Applied undergraduate degree and certificate programs of ... forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. (Standard 2.C.9)

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas. (Standard 2.C.11)

At PCC, documenting for Related Instruction has three parts:

- Related Instruction Template – which shows for each certificate of >44 cr which courses contain the related instruction, whether stand-alone or embedded
- Identification of Related Instruction in Courses (for embedded Related Instruction) – which shows, for each course that includes embedded related instruction, what outcomes, content or activities are involved.
- Instructor Qualifications: each SAC establishes qualifications that apply to the related instruction in their courses, this is posted on the Instructor Qualifications website.

Related instruction requirement may be fulfilled by stand-alone courses; embedded instruction using a course within the SAC area, and/or a combination of stand-alone courses and embedded related instruction.

Stand-alone course(s):

SACs may use existing credit courses (must be 100 level or above) that address one or more of the program-related areas. 1) communication, 2) computation, and/or human relations. Options include:

- A college level course (CTE or LDC) in any discipline that provides relevant instruction that clearly addresses one of the three areas. The title and/or the description must reference the RI area and student learning hours can be reflected in one area only. To determine the area of best fit, review the description, outcomes, and/or the course content of CCOG.
- Some Gen ED courses may be used for stand-alone related instruction as long as the title and/or the description references the RI area. Student learning hours can be reflected in one program-related area only. To determine the area of best fit, review the description, outcomes, and/or the course content of CCOG.
- Courses in the discipline (e.g, Landscape Math), in which the description, outcomes and/or content clearly support the related instruction area(s). The student learning hours in this case may be split across multiple areas as indicated in the CCOG.

All stand-alone courses used for Related Instruction must be identified and the hours included on the Certificate Related Instruction Template. In the event that the Degrees and Certificates Committee has concerns about the course content with respect to related instruction, it may refer the course to the Curriculum Committee for evaluation.

Embedded instruction:

- Embedded instruction occurs simultaneously with content instruction
- Embedded instruction should be used when a fraction of a course is applied to the related instruction requirement. The student learning hours in a course may be split across multiple areas as indicated in the Related Instruction section of the CCOG.
- Related instruction should be identified in the course outcomes. SACs can identify embedded hours of student learning in their courses only.

Faculty qualifications to teach the RI content are submitted for approval. For SACs that make use of embedded Related Instruction, the “IQ in RI Form” should accompany any change to Related Instruction in CTE Courses revision, and any Instructor Qualifications revisions,.

Establishing or revising Related Instruction is a two step process.

- The courses that have embedded related instruction must be approved first by the Curriculum Committee.
- Then the related instruction template must be approved by the Degree and Certificate Committee.

Program prerequisites cannot be used for to meet related instruction requirements.

Process of identifying and submitting Related Instruction for approval:

1. Review the Related Instruction guidelines posted on the web. [Related Instruction Guidelines](#)
2. Complete the [Related Instruction for CTE Courses \[doc\]](#) form for each course that includes embedded Related Instruction. This form will ask you to identify the outcomes, hours and type of instruction (activities, study/practice etc), and Instructor Qualifications for Related Instruction
3. Submit to the Curriculum office for review approval.
4. Use the “[Template for Related Instruction \[xls\]](#)” document. This is a live spreadsheet which will allow you to enter the courses and hours of Related Instruction in each area. Many of the calculations are automated. There is a template for a one-year and a template for a two-year certificate, please complete the **correct** one.
5. Submit the Related Instruction Template to the Curriculum office, for review and recommendation by the Degrees and Certificates Committee.
6. Note: the template cannot be recommended by Degrees and Certificates until the Related Instruction in CTE courses has been recommended by the Curriculum Committee. The forms may be submitted at the same time. After the committees and VPs have reviewed and recommended the certificate's related instruction, the CCOG and Instructor Qualifications websites will be updated with information, and the Template posted on the Related Instruction website.

Credit and/or Hour Requirements for Related Instruction:

Note: in the following, “hours” are not the same as “contact hours”. For this requirement, “hours” refers to the combination of direct instruction and out of class student work, approximating 30 hours per credit. This is done to normalize the value of student learning activities in various course modalities (lecture, lab, lecture-lab etc).

Certificates of 45 to 60 credits:

- Eight credits or 240 embedded hours of related instruction with representation in three program-related instructional areas:
 1. Communication
 2. Computation
 3. Human relations

- Two credits or 48 embedded instruction hours are required in each area.
- Two credits or 96 embedded instruction hours are at the SAC's discretion.

Certificates of 61 to 108 Credits:

- Sixteen credits or 480 embedded hours of related instruction with representation in the three program-related instructional areas:
 1. Communication
 2. Computation
 3. Human relations.
- Four credits or 96 embedded instruction hours are required in each.
- Four credits or 192 embedded instruction hours are at the SAC's discretion.

Instructor Qualifications

SACs need to ensure that instructors of each Career Technical course providing embedded related instruction are qualified to deliver the appropriate related instruction.

For programs that embed Related Instruction in their courses, the Instructor Qualifications for that program must include a section that describes the requirements for Related Instruction and that provides clear direction for the administrator in charge of hiring faculty for the program.

Faculty qualifications to teach the Related Instruction content must be submitted for approval. There are two routes for approval, both of which are designed to ensure that approval of the Instructor Qualifications is made with reference to the amount and content of Related Instruction in the program courses.

- If Related Instruction is being established in a course for the first time, or is being revised, the Instructor Qualifications for the Related Instruction are included on the Curriculum form: [Related Instruction in CTE Courses](#).
- If the SAC is proposing new or revised Instructor Qualifications in a subject area that uses embedded Related Instruction, the section on Related Instruction must be included in the "Proposed" section of the [Instructor Qualifications Form](#). In addition, the form must be accompanied throughout the approval process by a complete listing (hours and content/activities, from the CCOGs) of all embedded Related Instruction in program courses.

In both of these approval methods, the request is recommended by the SAC, the SAC Administrative Liaison, and the Dean(s) of Instruction for approval by the Vice President for Academic and Student Affairs. Once approved, these qualifications are added to the Instructor Qualifications web page for that SAC.

The Instructor Approval Form for part time instructors will note that an instructor is qualified to deliver embedded related instruction, either for all courses or for specific courses, and supporting documentation of the relevant qualifications will be attached to the approval form.

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Related Instruction Resources

- [RI Overview](#)
- [RI Guidelines](#)
- [RI Form for CTE Courses \[doc\]](#)
- [RI Template for Certificates \[xls\]](#)
- [Instructor Approval Form \[doc\]](#)
- [Revising Instructor Qualifications](#)
- [Inventory of Approved RI Templates](#)

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Related Instruction Guidelines

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Related Instruction must be clearly identified for certificates of 45 credits or more.

At the program/certificate level:

The Degrees and Certificates Committee will review the [Related Instruction template for certificates \[xls\]](#) as prepared by the SAC. In order to facilitate identification and recording, related instruction will be counted in **hours of student learning**, not credits. This should make it easier to document program-related instruction that is delivered as part of a course.

Reframing “credits” as “hours of student learning”

Hours of student learning include both direct instruction and outside classroom study. A contact hour of lecture is equivalent to three hours of learning, because for every hour per week in class of lecture, an additional 2 hours of out-of-class study is assumed (additional time spent learning) – over the course of a 10-week term that would be equivalent to 30 hrs. The conventions used at PCC are as follows:

Credit Hours	Student Learning
1 cr lecture meets 1 hr /wk, plus 2 hrs/wk of study, for 10 weeks	30 hours
1 cr lec-lab meets 2 hr/wk, plus 1 hr/wk of study, for 10 weeks	30 hours
1 cr lab meets 3 hrs/wk, with minimal outside study, for 10 weeks	30 hours

Distance learning classes frame the equation more generally, setting the number of credits after determining the number of hours of learning required to achieve the course outcomes.

What courses can be used to supply the necessary Related Instruction?

- Any credit course 100 and above that is clearly identified to be within a particular area of related instruction. Convert credits directly to hours of student learning and assign to the appropriate area of related instruction (i.e.. SP 111: Public Speaking, MSD 105: Interpersonal Communication, PSY 101: Psychology and Human Relations, MTH 105: Explorations in Mathematics, WR 121:English Composition, BCT 104 Construction Math). These are considered "stand-alone" courses in the context of Related Instruction.

- Courses in which the related instruction represents a fraction of the total content and outcomes of the course. The CCOG will reflect the number of hours applicable to each area and the content (activities, themes, issues, concepts or skills) to which they are tied. See "Embedded Related Instruction: below and CCOG template.

STAND-ALONE RELATED INSTRUCTION

- LDC and CTE courses may be used for related instruction as long as the outcomes, title and/or the description clearly refer to one of the three RI focus areas and is relevant to the certificate. In these cases hours cannot be split between areas.
- Courses in own CTE discipline (e.g. LAT 104 Landscape Math). The hours cannot be split across multiple areas.

To determine the area of applicability, refer to the CCOG. There must be a preponderance of the RI focus area identified in the outcomes, description, and/or course content (themes, concepts, issues and skills). In the event that the Degrees and Certificates Committee has concerns about the course content with respect to related instruction, it may refer the course to Curriculum Committee for evaluation.

EMBEDDED RELATED INSTRUCTION -- In own discipline only

The hours may be split across multiple areas as indicated in the CCOG in the description, outcomes and/or course content (themes, concepts, issues and skills). Embedded related instruction must be reviewed and recommended by the Curriculum Committee.

A coop or a clinical placement may be used for a limited number of student hours (practice skills learned in a classroom). It is imperative that some student learning hours are acquired in a classroom taught by an approved PCC faculty, the remainder of the hours can be fulfilled during a coop placement if appropriate.

Program prerequisites may not be used for related instruction

The Template: Summation of hours of Related Instruction for a Certificate

When the related instruction in all of the courses has been identified, tally the hours in a ["Template for Related Instruction in Certificates \[xls\]"](#) which will be reviewed by the Degrees and Certificates Committee. This interactive template has been developed to provide a consistent presentation of the related instruction for each certificate. An example of how this looks can be seen on the [Inventory of Related Instruction Templates](#).

In the event that one of the areas did not sum to the needed number of hours, courses could be revised to contain the related instruction, or additional courses could be adopted or created to fill the need.

At the course level: How will this look in the CCOG?

- The activities of related instruction that are embedded in courses will be identified and described in the CCOGs. The CCOG will give specific guidance to the faculty teaching these courses.
- The number of hours can be estimated directly based on time spent on specific activities or content areas, or interpreted based on the percentage of the course devoted to that area
- It is possible that content could address student learning in more than one area at the same time (see examples).

In the CCOG “Required Format” there is a section devoted to the hours and activities of related instruction.

What kinds of activities would contribute to embedded Related Instruction within career technical courses?

Possibilities include (but are not limited to):

Computation

- Direct instruction (+ study time) in mathematics or program-related computations
- Development of skill in discipline-related computations

Communication

- Direct instruction (+ study time) on basic or discipline-related writing and/or speech
- Instruction on proper record keeping and/or preparation of reports
- Instruction on organizing and or delivering discipline specific presentations
- Application of writing skills to professional setting
- Documentation of activities
- Preparing written reports
- Application of instruction in communication to professional setting
- Preparation and presentation of experimental techniques and results
- Communication appropriate to specific contacts within the profession

Human Relations

- Direct instruction (+ study time) on relevant topics related to the discipline: history, ethics, social interactions, and diversity
- Development of skill in working with colleagues, supervisors and employees in the workplace
- Development of skill in relating to customers, clients, vendors etc in the workplace

Below are some model examples of requests that came through the Curriculum Committee.

EMT 106 <i>[pdf]</i>	DT 205 <i>[pdf]</i>	MM 240 <i>[pdf]</i>
ID 125 <i>[pdf]</i>	ED 263 <i>[pdf]</i>	AB 201 <i>[pdf]</i>

Instructor Qualifications

SACs need to ensure that instructors of each Career Technical course providing embedded related instruction are qualified to deliver the appropriate related instruction.

In some CT areas, the instructor qualifications will already speak to the education, skills and experience appropriate to the related instruction in the course. Some instructor qualifications may need to be made more specific in this regard. An alternative approach would be to specify topics that should be handled by guest lecturers with specified qualifications. Finally, if it seems unlikely that an instructor from the profession would be able to deliver the related instruction, that might signal a need for the SAC to use a course outside of the program area, or design a course specific to the needs of that related instruction, with appropriate instructor qualifications spelled out.

For programs that embed Related Instruction in their courses, the Instructor Qualifications for that program must include a section that describes the requirements for related instruction and that provides clear direction for the administrator in charge of hiring faculty for the program. Faculty qualifications to teach the Related Instruction content must be submitted for approval. There are two routes for approval, both of which are designed to ensure that approval of the Instructor Qualifications for Related instruction is made with reference to the amount and content of Related Instruction in the program courses.

1. If Related Instruction is being established in a course for the first time, or is being revised, the Instructor Qualifications for the Related Instruction are included on the Curriculum form: [Related Instruction in CTE Courses](#). This request is recommended by the SAC, the SAC Administrative Liaison, the Curriculum Committee (though the Curriculum Committee does not make recommendations on the instructor qualifications segment) and the Dean(s) of Instruction for approval by the Vice President for Academic and Student Affairs. Once approved, these qualifications are referred by the Curriculum Office to the Dean of Instructional Support, for revision of the Instructor Qualifications web page.
2. If the SAC is proposing new or revised Instructor Qualifications in a subject area that uses embedded Related Instruction, the section on Related Instruction must be included. In addition, the form must be accompanied by a complete listing of the Related Instruction (hours and content/activities, from the CCOGs) of the courses in the program that have embedded Related

Instruction. This request is recommended by the SAC, the SAC Administrative Liaison, and the Dean(s) of Instruction for approval by the Vice President for Academic and Student Affairs. Once approved, these qualifications are added to the Instructor Qualifications web page for that SAC.

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The Instructor Approval Form for part time instructors will note that an instructor is qualified to deliver embedded related instruction, either for all courses or for specific courses, and supporting documentation of the relevant qualifications will be attached to the approval form.

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Related Instruction for CTE Courses

Save this document as the course prefix and number
 Send completed form electronically to curriculum@cgcc.cc.or.us

General Information

Department:		Submitter:	
Prefix and Course Number:		Submitter Phone and Email:	
Course Title:			

Details of Related Instruction [guidelines for identifying related instruction](#)

Identify the number of hours and the course activities in the areas of:
 1) computation, 2) communication and 3) human relations.
 Please be as specific as possible about the nature of the activities and instruction
 A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications

This section is to be reviewed and approved by the Chief Academic Officer. Curriculum Committee recommendation is not required.

Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details

Identify area(s) of related instruction

Clearly identify [qualifications instructors](#) must have to teach EACH area as identified above

Computation

Communication

Human Relations

Template for Related Instruction in Certificates

45 to 60 credits		Medical Assisting Certificate			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relation	Total RI
BKT	101	Basket Weaving Basics	4	120	6	12	8	26
courses used for embedded related instruction				0				<i>No RI</i>
MA	123	Medical Office Clinical Procedur	3	90	25.00			
MA	118	Med Office Admin Proced Lab	2	60		30.00		30.00
MA	117	Med Office Admin Procedures	3	90		40.00		40.00
MA	124	Med Office Clinical Proc Lab	2	60	25.00			25.00
								<i>No RI</i>
courses used for stand-alone related instruction				0				<i>No RI</i>
PSY	101	Psychology and Human Relator	4	120			120.00	120.00
								<i>No RI</i>
Totals			14	420	50.00	70.00	120.00	240.00
Minimum for 1 yr certificate:					48.00	48.00	48.00	240.00
Remaining to meet Min. Requirement:					0.00	0.00	0.00	0.00

	YES	NO
All courses identified as embedded related instruction are approved by the curriculum committee for RI?	in progress	
Related instruction instructor qualification forms are filed with the VP Academic & Student Affairs?	in progress	

If you answered no to either statement visit the related instruction website to find details about these requirements.

[Related Instruction Overview | PCC](#)

for assistance contact: sally.earll@pcc.edu or 971.722.7812

Template for Related Instruction in Certificates

45 to 89 credits		Renewable Energy Technology			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computation	Communication	Human Relation	Total RI
<i>Example: BKT</i>	<i>101</i>	<i>Basket Weaving Basics</i>	<i>3</i>	<i>90</i>	<i>6</i>	<i>12</i>	<i>8</i>	<i>26</i>
EET	111	Electrical Circuit Analysis I	5	150				<i>No RI</i>
RET	120	Basic Hydraulics	5	150				<i>No RI</i>
RET	101	Intro to Wind Turbine Operations	1	30				<i>No RI</i>
MTH	111C	College Algebra for Math, Science, Eng.	5	150	150			150
EET	112	Electrical Circuit Analysis II	5	150				
RET	121	Mechanical Power I*	5	150				<i>No RI</i>
MTH	112	Elementary Functions	5	150	150			150
WR	121	English Composition	4	120		120		120
EET	113	Electrical Circuit Analysis III	5	150				<i>No RI</i>
RET	122	Mechanical Power II*	5	150				<i>No RI</i>
RET	141	Electric Motor Controls	3	90				<i>No RI</i>
EET	188	Industrial Safety	1	30				<i>No RI</i>
		Social Science/Gen Ed Elective	4	120			60	60
								<i>No RI</i>
Totals			53	1590	300	120	60	480
Minimum for 1 yr certificate:					48	48	48	240
Remaining to meet Min. Requirement:					0	0	0	0