

September 23, 2009

To : Dean of Academic Affairs

From : CPC Chairman _____

Subject: 2008 – 2012 General Catalog addendum #1

The following are changes/corrections that had been approved by CPC for 2008-2012 General Catalog.

Page 9 Insert after Unifying Principles.

Institutional Learning Outcome (ILO)

1. **Critical Thinking and Problem Solving:** *Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.*
2. **Communication:** *Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.*
3. **Quantitative and Technological Competence:** *Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.*
4. **Diversity:** *Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.*
5. **Civic responsibility:** *Apply the principles of civility and morality to situations in the contexts of family, work, community, environment and the world.*
6. **Aesthetics:** *Apply numerous means of inquiry to experience and appreciate the values of arts and nature.*

Replace 8 Master Plan Goals with the following four new Strategic Directions as follows:

Strategic Directions:

1. **Student Success** – *PCC will boost its effort to enhance existing programs and services, as well as developing new ones, all in an effort to improve PCC and Adult High School students' success. PCC will also strengthen working relationship with the Palau Ministry of Education (MOE) for the success of all students in Palau.*
2. **Institutional Culture** – *The culture of PCC will be transformed from its current stage into one that "guarantees quality and excellence".*
3. **Resources** – *The College will diversify and increase resources to provide quality programs and services, facilities, technology, and human resources to support its mission and goals. The College will be prudent in the allocation of resources to support operations and in support of its short, medium and long range plans in line with the strategic directions and mission of the college.*
4. **Culture of Evidence** – *The College will provide data driven assessment and analysis which generates accurate and reliable information to support decision making and planning. Assessment results will serve as evidence of decisions made and outcome reporting.*

Note: Refer to 15 Year Master Plan.

Page 11 Insert after Sexual Harassment

Non-Discrimination

The Palau Community College bars discrimination on the basis of religion, race, color, national origin, sex, age or physical handicap.

Page 40 Fees under Tuition, Fees, and other Charges, insert the following four new fees:

1. *Diving Courses* around \$600.00 or charge may vary.
2. *Shop Tools (School of Technical Education)*..... around \$225.00 or cost may vary.
3. *Readmission Fee*..... \$10.00
4. *Transcript Rush Order (same day)*..... \$ 5.00

Page 47 Exit Requirements under Associate of Arts Degree.

1. Item g, Computer Technology should read *“for Liberal Arts Program – 6 credits minimum from CS 100 and IT 105 or above.”* CS 213 may now be taken to fulfill computer technology requirements for LA program.

Page 49, Architectural Drafting (AD).

1. Under Program Courses, a new course *“AD 213 Project Management”* will replace *“CT 212 Construction Management”*.

Page 51, Business Administration (BU)

1. Under Program Courses, delete *“IT 200 Intermediate PC Office Application”* and *“CO 259 Principles of Effective Speaking”*. Include as a replacement for the two deleted courses are: *“BA 130 Accounting Principles I”* and *“BA 131 Accounting Principles II”*.

Page 57, Library Information Services

1. Total credit hours for program courses should equal 46. Addition in the catalog is wrong.

Page 62, Liberal Arts Program (LA).

1. Under Computer Tech., delete *“(except CS 213)”* as it longer applicable.

Page 65, Automotive Mechanics Technology under Certificate of Completion.

1. Include *“AM 112 Engine Servicing I (2)”* as new required course for Underchassis Servicing as it is a prerequisite for AM 225. Total credits required will be 19.
2. Include *“AM 112 Engine Servicing I (2)”* as new required course for Power Train Servicing as it is a prerequisite for AM 225. Total credits required will be 19.

Page 70, Course Description.

1. Insert new required course for AD Program: *“AD 213 Project Management (3) - This course concentrates on all the aspects that a successful project manager needs to understand; the people involved in the design and construction process, the principal phases of a project, and the tools required to effectively manage the people and the project. Pre: AD 120, CT 113, MS 101, & BA 110 (2 credits lec.; 1 credit lab)”*
2. AG 122 Soil Technology (4)
New course description reads as follows: *“Soil is a complex matrix of physical, chemical, and biological interactions between its living and nonliving components. This course covers soil identifications, fertility, microbiology, amendments, testing, and practical implications for agriculture. Pre: AG 111 (3 credits lec., 1 credit lab)”*.

Page 73, under AM 226 Electronically Controlled Transmission(3).

1. Prerequisite of “AM 122” will change to “AM 125”

Page 82

1. EN 95 Basic Grammar and Writing Skills (3).

Course description is modified to accommodate important SLOs from deleted EN 91 and EN 93. New course description will read as follows: *“This is a basic grammar and composition course which focuses on developing the students’ ability to express themselves clearly in writing. This course has a double emphasis one of which is to provide students with the fundamentals of English grammar and their usage in written English. This course is also designed as a basic composition course which will teach students the steps to the writing process; introduce students to the elements, structure, and development of a paragraph. A strong emphasis will be on editing skills whereby students, with the help of an instructor assistant, will learn to identify and remove grammatical errors in given writing samples including their own. Pre: Writing Placement Test. (2 credits lec., 1 credit lab) Formerly titled Developmental English III”.*

2. EN 109 Advanced Reading (3).

Course description is modified to align the description with the revised SLOs and course contents. The course description will read as follows: *“This course is designed for students to improve their college and adult level reading skills. The emphasis of the course will be on critical reading comprehension with work in both literal and affective comprehension. Areas of focus will include reading for meaning, recognizing fact and opinion, paraphrasing and summarizing, and making correct inferences. Pre: Reading level 8th grade or higher or EN92 (3 credits lec.) Formerly titled College Reading”.*

Page 86

1. HI 159 World Civilization I (3)

Change 1800 to “1500” in the course description.

Page 88

1. IT 110 Introduction to Programming (3)

Course credits is changed to “(3 credits lecture)”. Effective Spring 2007.

Page 91, MA 105 Intermediate Algebra (3).

1. Correct course description reads *“This course covers linear equations and inequalities, factoring, rational expressions, fractional equations, division of polynomials, system of equations and inequalities, graphs of linear equations and nonlinear functions, equation of lines, variation, radical expressions and equations. Complex number, quadratic equations and nonlinear inequalities, composition and inverses of functions. Pre: MA 95 (3 credits lec).”*

Page 98, SC 249 Environmental Concepts and Issues (4).

1. Modified course description reads *“This course introduces students to environmental concepts and issues at the local and global levels. The course includes analytical reading and reviewing scientific literatures on a range of local environmental issues and analyzing reliability of mainstream media such as newspaper articles. Online lectures and assignments give overviews of the major ecosystems on Pacific islands, their values,*

and environmental threats in the 21st century including global climate change, biodiversity, land use, waste management, and sustainability of resources. Students will be required to undertake a research project and write a scientific research paper using the present MLA writing guidelines. Pre: Reading level 8^h grade or higher or EN 92, EN 95, and CS 100 (3 credits lec., 1 credit lab)."

Page 103, TH 218 Food and Beverage Cost Control and Purchasing (3)

1. Modified course description reads *"This course covers the principles and procedures involved in an effective control and purchasing system, including standard determination, the operating budget, cost volume profit analysis, income and cost control, menu pricing, purchasing, labor cost control and computer application. Pre: TH 201 (3 credits lecture)."*

PROGRAM LEARNING OUTCOMES

Starting with this addendum, program outcomes will be made a part of the program descriptions in the catalog. They will be published with the program descriptions in 2012-2016 General Catalog.

Page 48 Agricultural Science program outcomes: (Insert after the description)

1. *Student will develop competent agricultural skills with ethical standards in their commitment to develop their respective agricultural economy.*
2. *Student will demonstrate scientific knowledge and technical skills of prospective entrepreneurs*
3. *Student will recognize the value and awareness in preserving diversities of the environment and be cognizant to the principles of preservation.*
4. *Student will effectively deliver relevant extension services to their respective communities providing quality services and assistance to the agricultural sectors*

Page 49

Air Conditioning & Refrigeration program outcomes: (Insert after the description)

1. *Work as sales technician or manufacturer's representative.*
2. *Be employed as air conditioning and refrigeration service technician in both government and private businesses.*
3. *Manage and operate own air conditioning and refrigeration service shops.*

Architectural Drafting program outcomes: (Insert after the description)

1. *Student will demonstrate drafting skills in residential construction.*
2. *Student will demonstrate design skills in residential construction.*
3. *Student will demonstrate plumbing skills in residential construction.*
4. *Student will demonstrate masonry skill in residential construction.*
5. *Student will demonstrate business and construction management skills in residential construction.*

Page 50

Automotive Mechanics Technology program outcomes: (Insert after the description)

1. *Service Automotive Vehicle Main Components*
2. *Manage Automotive Repair Shops.*
3. *Manage Merchandizing Company of Automotive Car Parts and Accessories.*

Page 51

Business Accounting program outcomes: (Insert after the description)

1. *Graduates will be able to apply accountings skills and knowledge in recording, classifying, summarizing, analyzing, and interpreting accounting information and prepare financial statements in accordance with Generally Accepted Accounting Principles.*
2. *Graduates will be able to apply business math skills, computer skills and knowledge of accounting software to prepare accounting documents.*
3. *Graduates will demonstrate the ability to perform fundamental accounting and financial management operations to support management decision making in planning, directing, and controlling financial performance.*
4. *Graduates will understand the importance of business laws and regulations and the appreciation for ethics in business.*
5. *Graduates will apply critical thinking skills to identify and analyze economic problems and solutions.*

Business Administration program outcomes: (Insert after the description)

1. *Understand business organizations in today's global economy*
2. *Contribute as a member of management teams*
3. *Apply basic management techniques*
4. *Apply effective marketing techniques*
5. *Apply effective financial management techniques*

Page 52

Construction Technology program outcomes: (Insert after the description)

1. *Student will demonstrate blueprint reading skills in residential construction.*
2. *Student will demonstrate carpentry skills in residential construction.*
3. *Student will demonstrate masonry skills in residential construction.*
4. *Student will demonstrate plumbing skill in residential construction.*
5. *Student will demonstrate basic construction management skills in residential construction.*

Criminal Justice program outcomes: (Insert after the description)

1. *Students will demonstrate the knowledge and ability to effectively and clearly apply the basic skills of writing, reading, and speaking in the criminal justice field.*
2. *Students will demonstrate the ability to practice self-defense and maintain standard police department physical training requirements.*
3. *Students will demonstrate an understanding of, and ability in identifying the components of the criminal justice system, its organizations, developments, and functions.*
4. *Students will demonstrate the knowledge and understanding of the importance of ethical conduct and theoretical approaches in the accomplishment of justice. Also, demonstrate an understanding of, and reaction to, issues associated with crime and the administration of justice.*
5. *Students will demonstrate the ability to identify crime causation, the aspects of a crime, and the essential supporting evidence. In addition, students will demonstrate the ability to explain the function of law, both procedural law and substantive law, as a crucial elements in the criminal justice system.*

Page 53 Education

Early Childhood program outcomes: (Insert after the description)

1. *Student will develop and present a lesson plan addressing the importance of individual and cultural variations in: Cognitive, Social/Emotional, Physical and Motor development*
2. *Student will demonstrate pedagogical knowledge and skills reflecting both teacher-centered and learner-centered strategies as appropriate for children given age group.*
3. *Student will use assessment tools that are appropriate to use in assessing children for instructional planning.*

Elementary Education program outcomes: (Insert after the description)

1. *Students will develop grammatically written lesson plans which identify learning outcomes that incorporate these standard elements: **condition, behavior, criteria, and content**; appropriate materials/resources; pre, during, and post-learn strategies.*
2. *Students will demonstrate pedagogical knowledge and skills reflecting both teacher-centered and learner-centered strategies as appropriate for given age groups.*
3. *Students will demonstrate effective classroom management techniques, which accommodate children of culturally, ethnically, linguistically and socioeconomically diverse backgrounds as well as children who are developmentally challenged.*

Special Education program outcomes: (Insert after the description)

1. *Students will demonstrate the understanding of the six specific principles of IDEA-97 and RPPL-3-9 – (1) Inclusion in a program of appropriate services; (2) Nondiscriminatory evaluation (3) Individualized education program, (4) Least restrictive environment, (5) Procedural safeguard, (6) Parent participation and their implications*
2. *Students will demonstrate one formal and one informal assessment procedures to diagnose children with diverse developmental disabilities and educational needs and suggest program placement options for meeting their diverse academic and developmental needs.*
3. *Students will demonstrate the process for developing Individualized Education Plan (IEP) and write one grammatically correct IEP lesson plan based on a child Certified IEP consisting of annual goals and short term objectives with required elements: condition, content, behavior, and criteria for measuring attainment of objectives, and adaptive materials and equipments that are developmentally and age appropriate with multicultural, bilingual and socioeconomic perspectives.*
4. *Students, will demonstrate effective instruction practices involving, teacher-directed instruction, student-directed learning, individualized instruction, peer-directed learning, material adaptation strategies, assistive technology, and student evaluation of instructional progress to effectively address special students with diverse needs and learning styles.*
5. *Students, will demonstrate appropriate strategies for classroom management organization and planning of the physical classroom environment associated with effective teaching and behavior change strategies that increase special students' motivation to perform while assisting in the development of appropriate classroom behavior.*

Secondary Education program outcomes: (Insert after the description)

1. *Students will develop grammatically written lesson plans which identify learning outcomes that incorporate these standard elements: **condition, behavior, criteria, and content**; appropriate materials/resources; pre, during, and post-learn strategies.*
2. *Students will demonstrate pedagogical knowledge and skills reflecting both teacher-centered and learner-centered strategies as appropriate for given age groups.*
3. *Students will demonstrate effective classroom management techniques, which accommodate children of culturally, ethnically, linguistically and socioeconomically diverse backgrounds as well as children who are developmentally challenged.*

Page 54 Electrical Technology program outcomes: (Insert after the description)

1. *Students will be employable in power utility companies as linemen, power plant electricians, or maintenance personnel.*
2. *Students will be able to install and maintain electrical wiring for residential buildings*
3. *Students will be able to install and maintain electrical wiring in commercial and industrial buildings.*

Page 55

Environmental Marine Science program outcomes: (Insert after the description)

1. *Students will apply scientific methods and technical laboratory skills.*
2. *Students will apply field techniques.*
3. *Students will conduct individual and team research.*

General Electronics Technology program outcomes: (Insert after the description)

1. *Manufacture and assemble electronics circuits.*
2. *Service and repair electronic consumer products.*
3. *Service and repair industrial devices, control and equipment.*
4. *Service and repair computers.*

Page 56 Information Technology program outcomes: (Insert after the description)

1. *Student will plan, design, and develop a computer program demonstrating an understanding in the following: process of flowcharting programs, process of pseudocoding and documenting programs, process of writing computer programs using a programming language and applications, and the process of compiling and debugging programs.*
2. *Students will create various documents and files demonstrating a thorough understanding in using various office applications such as utilizing advance features of word-processing, presentation, spreadsheet, and database applications.*
3. *Students will propose, plan/design, and create a web-based project to demonstrate an understating in the process of writing project proposals, process of planning and designing web-based applications, different web supported programming languages, process of uploading and managing web applications, and an understanding in computer networking and protocols.*
4. *Students will propose, plan/design, and create a computer simulated network to demonstrate an understating in the process of identifying different hardware, determining hardware compatibility, process of planning and designing computer network, and the process of troubleshooting networking and other computer related problems.*

Page 57 Library and Information Services program outcomes: (Insert after the description)

1. *The student will communicate effectively for a range of tasks, both oral and written, including interpretation of patron information needs, successful instruction in the use of library materials and clear explanations of policies and procedures*
2. *The student will use critical thinking skills to identify relevant information and materials for a range of tasks, including library resources for research use, selection of new materials and evaluation of dated materials*
3. *The student will describe library materials uniquely, and organize these to assist in their identification, control, retrieval and use.*
4. *The student will use technology skills for effective and efficient library management.*
5. *The student will demonstrate management skills for efficient library operations, contributing to the development of appropriate goals, objectives and policies, effective recruitment and appraisal, identification of funding sources*

Page 58 Nursing Career Ladder program outcomes: (Insert after the description)

1. *Provide care based on the nursing process.*
2. *Demonstrates verbal skills in work settings.*
3. *Demonstrates principles of asepsis and safety.*
4. *Practices within legal and ethical parameters.*
5. *Demonstrates responsibility for own behavior.*
6. *Demonstrates entry level competence in performing nursing skills*

Page 59

Office Administration program outcomes: (Insert after the description)

1. *Student will demonstrate proper attitudes and behaviors that will help students enter, perform and progress rapidly in a business environment.*
2. *Student will communicate clearly, concisely, and correctly in spoken, and visual form as expected from a supporting staff/administrative professional.*
3. *Student will maintain records to ensure organized electronic and paper records for the workplace.*
4. *Student will prepare accurate business documents by a specified deadline using available computer technology.*
5. *Student will keep accurate bookkeeping records for the workplace.*

Page 60

Small Engine and Outboard Marine Technology program outcomes: (Insert after the description)

1. *Students will be employable in the field of Small Engine and Outboard Marine Technology.*
2. *Students will demonstrate skills in diagram reading and testing.*
3. *Students will demonstrate skills in boat fitting and rigging.*
4. *Students will be able to manage and operate their own service shop.*
5. *The students will demonstrate skills in diagnosing and repair of small engines and outboard motors.*

Tourism and Hospitality

Food and Beverages program outcomes (AAS): (Insert after the description)

1. *Students will identify career paths and positions leading to his/her entry in the Restaurants or Hotels.*
2. *Students will demonstrate positive strategies for organizing and planning of the physical environments appropriate to different settings.*
3. *Students will demonstrate knowledge of Occupational Health and Safety (OH&S) regulations and demonstrate safety practices.*
4. *Students will demonstrate ability to provide service within an Institutional and Commercial Food Service Operation in accordance with established systems and procedures.*
5. *Students will interact positively with customers.*
6. *Students will demonstrate how to set up a variety of room service meals according to established needs.*
7. *Students will apply legislative and establishment procedures in handling food and beverages.*

Hotel Operations program outcomes (AAS): (Insert after the description)

1. *Students will demonstrate knowledge of five (5) major divisions and sub-departments of a typical hotel and responsibilities and roles to the overall running of hotels.*
2. *Students will demonstrate their understanding of the elements of decision-making and problem solving and perform applicable procedures to meet guests' needs and expectations.*
3. *Students will demonstrate their understanding of the effective principles of customer service and to apply positive communication skills with respect and courtesy.*
4. *Students will apply the Occupational Health and Safety (OH&S) regulations and established conservation measures.*

Tour Services program outcomes (AAS): (Insert after the description)

1. *Students will apply effective guest greetings and courtesy.*
2. *Students will demonstrate understanding of successful tour guide responsibilities.*
3. *Students will create or design and market one tourism product and tourist attraction.*
4. *Guest comfort is very important in the tour service, students will apply appropriate knowledge of safety and security of guests both on land and at sea.*

Tour Services program outcomes (AS): (Insert after the description)

1. *Students will use established guidelines to interpret or comment theme attractions and landmarks of interest to visitors or tourists in a given destination like Palau.*
2. *Students will create or design and market tourism products and attractions to tourists.*
3. *Students will identify and perform tour guide duties and responsibilities when conducting tours.*
4. *Students will recognize and practice personalizing appropriate work ethics like courtesy, respect, honesty, and dress to fit occasions.*
5. *Students will apply essential knowledge of safety and security of guests on land and in the sea to ensure guests comforts at all times.*

Hospitality Management program outcomes (AS): (Insert after the description)

1. *Students will demonstrate personal and professional values and attitude, a person's most priceless possession in management.*
2. *Students to explain and use principles and key concepts of marketing.*
3. *Students will perform principles of effective customer service and courtesy and apply steps to dealing with internal and external quests through active listening.*
4. *Students will apply principles of safe environment and facilities management.*
5. *Students will demonstrate understanding of the value of teamwork and apply steps to team building in the work place.*

Page 62 Liberal Arts program outcomes: (Insert after the description)

1. *Students will demonstrate proficiency in critical thinking and problem-solving skills;*
2. *Students will demonstrate proficiency in the areas of listening, reading, and oral/written communication;*
3. *Students will demonstrate proficiency in the areas of computer literacy and information competency/technology;*
4. *Students will develop a fundamental understanding of the Humanities including the significance and chronology of major events and movements in Western civilization;*
5. *Students will develop a fundamental understanding of the Natural Sciences, including major concepts, principles, and theories of the biological and physical environment;*
6. *Students will develop a fundamental understanding of the Social Sciences, including major concepts of social, political, geographic, and economic structures.*

_____ Approved

_____ Disapproved

Alvina Timarong, Dean of Academic Affairs

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