

# Professional Technical Common Courses Approval

## DEVELOPING A NEW COURSE

### Steps to Take

1. ☒ The colleges review the existing [Common Course Matrix](#) for courses similar to the proposed course(s) to see if a course already exists that will meet the colleges' needs.
2. ☒ If there is not an existing course, the colleges convene to develop or modify a common curriculum.
3. ☒ The college group identifies a Lead College Contact to represent the consortia of colleges participating in the Professional/Technical Common Course (P/TCC) development. Record that information below:

Lead College Contact				
College name	Name	Title	Phone	E-Mail
Lake Washington Institute of Technology	Rex Rempel	Faculty Chair	425-739-8285	Rex.Rempel@LWTech.edu

Record all participating colleges and points of contact in the chart below.

College Name	Name	Title	Phone	E-Mail
Big Bend College	Anne Ghinazzi	Director of Title V and Other Grants	509-793-2322	anneg@bigbend.edu
Centralia College	Katie Dailey	Associate Dean	360-623-8118	katie.dailey@centralia.edu
Olympic College	Mirelle Cohen	Faculty	360-475-7553	mcohen@olympic.edu
Wenatchee Valley College	Kris Lau	Program Director	509-883-9922	Klau@wvc.edu

4. ☒ The Lead College Contact solicits additional college participation by announcing the intent to create one or more common professional/technical courses on the [Workforce Education Council \(VCT\) eList](#).
5. ☒ The colleges will review existing Professional/Technical Common Courses on the [Common Course Matrix](#) one more time. Colleges will agree on a unique course prefix, number and title to avoid identical courses being listed on the Common Course Matrix. [CLICK HERE FOR ADDITIONAL INFORMATION](#).
6. ☒ Colleges provide a statement of need for the proposed course(s). Please include evidence of need (Employer request, grant deliverable, licensure or certification requirement, transferability between colleges).

Statement of Need
<p>Six colleges within the SBCTC system now offer applied baccalaureate programs in behavioral healthcare. Our colleges have been highly collaborative in the development and operation of these programs.</p> <p>One result is a tremendous curricular similarity. This has reduced the burden upon colleges developing new programs. This allows for pedagogical assistance between schools. And we expect it can assist eventual student transfer between programs. And we believe that a CCN will smooth student transfer, when necessary. It allows us to share curricular resources and possibly even share courses across schools. We believe that a CCN will also aid employment and educational pathways by making associate degree programs, graduate schools, and industry more familiar with our programs' content.</p> <p>Finally, systematic collaboration in the teaching of behavioral healthcare facilitated the Department of Health's implementation of the new Behavioral Health Support Specialist license created by the state legislature. Systematization of our coursework reduces the DOH workload in evaluating colleges' programs for approval as BHSS-providing schools.</p> <p>For these reasons, in 2023 we developed the BH&amp; CCN, the state's first upper-division CCN. Today we are updating that system.</p>

7. ☒ Colleges jointly agree to the following information for each P/TCC. (Replicate the table below for each course)
  - a. In the course description include:
    - i. A summary of the course
    - ii. How it relates to the profession/discipline or how the course meets the requirements of the accrediting agency.
  - b. In the topics/skills section provide examples of topics that will be covered in the course and/or skills that will be addressed.
  - c. In the course outcomes section list the knowledge, skills and abilities students will have mastered at the completion of the course. Outcomes should be:
    - i. Observable

- ii. Measurable
- iii. Use specific action verbs
- iv. Can be demonstrated

Please see the [P/TCC Scoring Rubric](#) for examples.

Colleges may also agree on common curricular elements, textbooks or instructional materials, assessments, equipment and/or other aspects of the course, but those factors are not required and do not need to be listed on the proposal form.

8. ☒ Each participating college seeks individual approval through its established college process. The Chief Instructional Officer from each college will sign the [P/TCC Assurance Form](#).
9. ☒ The Lead College Contact will submit this checklist, assurance forms and a copy of the P/TCC notification email (step 4) to the WEC Chair for review. The WEC Chair will forward the materials to the P/TCC Subcommittee Chair. The P/TCC Subcommittee will review the following:
  - a. The process was followed
  - b. College partners were solicited
  - c. Evidence of course(s) need is provided
  - d. Course description is complete
  - e. Student outcomes are well designed
  - f. Required protocols were completed

The P/TCC Subcommittee Chair will notify the Lead College Contact and WEC Chair of the subcommittee's recommendations within fourteen (14) business days via email. The Lead College Contact will notify the other partner colleges of the recommendation.

10. ☐ The WEC Chair will submit the P/TCC proposal and P/TCC Subcommittee's recommendation to chairs of the Articulation and Transfer Council (ACT), Baccalaureate Leadership Council (BAC), and the Instruction Commission (IC) on a quarterly basis. P/TCCs will be considered for final approval in accordance with IC timelines. The IC Chair will communicate feedback and its decision to the WEC Chair.
11. ☐ The WEC Chair will send IC's decision to the Lead College Contact within two (2) business days via e-mail. The Lead College Contact will notify all partnering colleges.
12. ☐ The WEC chair will also provide the State Board for Community and Technical Colleges with a copy of this checklist. The [State Board](#) will update the [Common Course Matrix](#).
13. ☐ Participating colleges will add the approved Professional/Technical Common Course(s) to their college course catalogs.

## Assurances

We, the CHIEF INSTRUCTIONAL OFFICERS of Lake Washington Institute of Technology, Centralia College, Olympic College, Big Bend College, and Wenatchee Valley College, affirm that our colleges have approved the following Professional Technical Common Courses:

	PREFIX	NUMBER	P/T COMMON COURSE TITLE	CREDITS
	BH&	492	Practicum II	5
<b>DESCRIPTION</b>	This course is a continuation of supervised clinical experience, building on the skills and experience gained in Practicum I. Students are exposed to new clients, professionals, and services in behavioral health/human services. In collaboration with practicum supervisors and agency staff, students will work on new skills.			
<b>TOPICS/SKILLS</b>	Behavioral healthcare fieldwork			
<b>COURSE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Integrate theoretical classroom learning with experiential learning to implement professionalism and best practices related to behavioral health in a community agency setting</li> <li>• Integrate professional identity and scope of practice</li> <li>• Demonstrate enhanced clinical skills</li> <li>• Contribute to the development of a care plan with the patient, the patient's support network, and team members</li> </ul>			
<b>ADOPTING COLLEGES</b>	Lake Washington Institute of Technology, Centralia College, Olympic College, Big Bend College, and Wenatchee Valley College			

	PREFIX	NUMBER	P/T COMMON COURSE TITLE	CREDITS
	BH&	493	Practicum III	5
<b>DESCRIPTION</b>	This course provides students opportunities for continued practice in behavioral health/human services while actively providing services to clients, implementing developed skills. Students will have more opportunities for unsupervised work and collaboration with a variety of team members and community partners. Students will demonstrate synthesis of the knowledge, skills, and values developed through their education.			
<b>TOPICS/SKILLS</b>	Behavioral healthcare fieldwork			
<b>COURSE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Integrate theoretical classroom learning with experiential learning to implement professionalism and best practices related to behavioral health in a community agency setting</li> <li>• Create and maintain a professional network of behavioral healthcare providers</li> <li>• Use supervision and consultation to guide practice</li> <li>• Engage in ongoing reflective practice</li> </ul>			
<b>ADOPTING COLLEGES</b>	Lake Washington Institute of Technology, Centralia College, Big Bend College, and Wenatchee Valley College			

	<b>PREFIX</b>	<b>NUMBER</b>	<b>P/T COMMON COURSE TITLE</b>	<b>CREDITS</b>
	BH&	311	Treatment of Mental Health Disorders	5
<b>DESCRIPTION</b>	This course investigates the variety of ways we can reduce the impacts of common mental health disorders. Reviewing evidence-based research, students survey the range of treatment options for common mental health disorders such as psychotic disorders, bipolar disorders, depressive disorders, anxiety disorders, personality disorders, and trauma-related disorders.			
<b>TOPICS/SKILLS</b>	Treatment of Mental Health Disorders			
<b>COURSE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Articulate biological, psychological, and social treatments including evidence-based self-help options</li> <li>• Evaluate and choose evidence-based treatment options and strengths-based coping strategies for psychosis, depression, anxiety, and other common mental health conditions</li> <li>• Ethically apply the rights of clients, including their rights to self-determination and informed consent</li> <li>• Provide psychoeducation to clients and their support network about treatment options</li> </ul>			
<b>ADOPTING COLLEGES</b>	Lake Washington Institute of Technology, Centralia College, Olympic College, Big Bend College, and Wenatchee Valley College			

	<b>PREFIX</b>	<b>NUMBER</b>	<b>P/T COMMON COURSE TITLE</b>	<b>CREDITS</b>
	BH&	430	Trauma-Informed Care	5
<b>DESCRIPTION</b>	This course offers an overview of the various types of trauma and the impact they have on individuals, couples, families, and communities. Students who complete the course will gain the knowledge, skills, and dispositions required by behavioral health professionals to utilize trauma-informed intervention and treatment principles and successfully assist in a time of crisis.			
<b>TOPICS/SKILLS</b>	Trauma-Informed Care			
<b>COURSE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Summarize specific intervention and treatment principles that guide clinicians, other behavioral health workers, and administrators in becoming trauma-informed and in creating a trauma-informed organization and workforce</li> <li>• Define types of trauma; distinguish between traumas that affect individuals, groups, and communities. Describe trauma characteristics and address the socioecological and cultural factors that influence the impact of trauma</li> <li>• Evaluate the impact of trauma, trauma-related stress reactions and associated symptoms, and common mental health and substance use disorders associated with trauma</li> <li>• Define screening and assessment processes and tools that are useful in evaluating trauma exposure, its effects, and client intervention and treatment needs</li> </ul>			
<b>ADOPTING COLLEGES</b>	Lake Washington Institute of Technology, Centralia College, Olympic College, Big Bend College, and Wenatchee Valley College			

These institutions' established approval process have been followed and the courses listed above have been approved by the college.

These institutions acknowledge that once the courses have been adopted, no modifications are permissible without utilizing the established Professions/Technical Revision process or Deactivation process.

Approved By:

  
Mike Potter (Dec 3, 2025 17:15:04 PST)


SIGNATURE OF CHIEF INSTRUCTIONAL OFFICER DATE

Mike Potter, Vice President of Instruction, Lake Washington Institute of Technology



SIGNATURE OF CHIEF INSTRUCTIONAL OFFICER DATE

Connie Smejkal, Vice President of Instruction, Centralia College

  
Martin Cockroft (Dec 18, 2025 08:57:33 PST)

SIGNATURE OF CHIEF INSTRUCTIONAL OFFICER DATE

Martin Cockroft, Vice President of Instruction, Olympic College



SIGNATURE OF CHIEF INSTRUCTIONAL OFFICER DATE

Sara Thompson Tweedy, President, Big Bend College

  
Tod Treat (Dec 17, 2025 20:23:00 PST)

SIGNATURE OF CHIEF INSTRUCTIONAL OFFICER DATE

Tod Treat, Vice President of Instruction, Wenatchee Valley College



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#### CONTACT INFORMATION

Kathy Goebel  
Policy Associate, Workforce Education  
p: 360-704-4359  
e: [kgoebel@sbctc.edu](mailto:kgoebel@sbctc.edu)