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Introduction

The Emergency TeleCommunicator/9-1-1 Dispatcher program was first offered in the fall of 1988. This one-year certificate program was among the first in the US. There were fewer than 10 such programs in the nation at the time we began offering classes. The program came out of collaboration between Portland Community College and the major Portland metropolitan area communication centers, most notably, the Bureau of Emergency Communications (Portland, OR), Washington County Consolidated Communications Agency and Clark Regional Emergency Services Agency (Vancouver, WA). The program is currently one of the longest running programs in the country and has been the model for many newer emergency Telecommunicator training programs in Washington, Arizona, Tennessee and Iowa. We are currently working with the City of Baltimore, MD to establish a college-training program, with the assistance of the Baltimore 9-1-1 Center.

In addition to meeting all the academic requirements for certification, through DPSST in Oregon as an emergency telecommunicator, students may earn several additional certificates: including an Inquiry Level certificate administered by the Oregon State Police to access records from the state Law Enforcement Data System, and a nationally recognized Basic Telecommunicator, 40 hour training certificate through the National Academies of Emergency Dispatch.

Classes include Emergency Telecommunications, Crisis Intervention, Introduction to Emergency Services and Communication Center Operations (Simulator Lab) as well as Transcription for Telecommunicators and a Capstone class, designed to enhance job search skills and develop a portfolio, suitable for use in the job market. The ETC program shares required courses with several other programs, including Criminal Justice, Emergency Management, Emergency Medical Services and Fire Protection Technology.

The demand for jobs in this highly stressful, technology driven field continues to increase and the number of college level training programs has increased from six nationwide in 1988 to over 50 currently. The PCC program remains, since 1998, the only such training program in the state of Oregon. Projected job growth in emergency telecommunications over the next 8-10 years averages about 18%. This is the highest projected growth rate in all of the emergency services related fields, with the exception of emergency management, which is considered an emerging profession, and anticipates a 22-28% increase.

100% of students who complete the NAED certification exam earn a passing score. This has been consistent since the introduction of the NAED certification process to the program.

1. Program/Discipline Overview:

- A. What are the educational goals or objectives of this program/discipline, and how do they compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

One-Year Certificate: Emergency Telecommunicator

- Have entry-level skills in keyboarding and basic computer operations.
- Become familiar with the technology and equipment currently being used in emergency communications and be able to discuss the impact of technological advances on the operation of a modern communication center.
- Apply communication skills to interrogate callers, interpret and process information, and relay critical information to responders.
- Enter data into a computer-aided dispatch program based upon standard call interrogation procedures, and make appropriate assignments to field responders, in simulated scenarios.
- Apply various stress management techniques to deal with job related stressors and be able to apply the principles of critical incident stress management to job related stress responses.
- Receive all course materials required by the State of Oregon for state level Telecommunicator certification.
- Qualify to sit for the National Academies of Emergency Dispatch, Basic Telecommunicator test. PCC can administer the test.
- May complete the Law Enforcement Data System, 1st Level Training Manual and become State of Oregon certified to access information.

(Refer to appendix 8)

B. What changes have been made as a result of the last program review?

The goal of the ETC program at Portland Community College is to provide knowledge and skills applicable to entry-level positions in a variety of communication centers. In addition to classroom lecture, the curriculum is based upon the National Academies of Emergency Dispatch Basic Telecommunicator training; and activities involve observations and cooperative work experience in dispatch settings. Students learn valuable skills in the 9-1-1 simulator lab. All ETC instructors have had lengthy careers in emergency services, either as first responders or emergency telecommunicators and represent a variety of agencies, including municipal, county and state emergency services providers.

It is critical in training students that they receive the most realistic “hands on” experience possible. PCC has chosen E2E as the CAD software to provide this experience. E2E is the only CAD program that the PCC ETC program uses. It was chosen because it is well designed, easy to use and while providing the fundamental basics of a CAD program, also has many features which allow us to configure the system to best fit our needs. The addition of the E2E CAD has brought our training program up to date with the latest systems being used by our local agencies.

The EDO Program expanded to a 51 credit program in 1993, with the addition of 9-1-1 simulator lab classes and a part-time evening program. In 2003 the program was revised to a 6 month, 26 credit certificates, with day and evening classes alternating every six months. New students are accepted Fall term for day classes and Spring term for evening classes. Students still applied for admission to the program and passed a criminal background check, but admission was based upon meeting minimum requirements (25 wpm keyboarding skill and testing into a college-level English composition class) and space available. Only full-time students were accepted. The EDO program became one of the Career Pathways programs. Enrollment in the program dropped dramatically over the two years that it was offered only through Career Pathways and assessment of graduates and employment history after graduation indicated that students were not able to reach entry-level knowledge and skills through the limited program.

As of fall term 2006 the ETC program returned to the three term 47 credit model currently in place. The name of the program was updated to reflect the most current job descriptions used in the industry. Today, the Emergency TeleCommunicator Program provides 9-1-1 specific course work, offered through day classes, available to students both full and part-time. The typical ETC student begins fall term and completes the program spring term. The program still maintains a 30 student limit in most classes, primarily due to classroom size limitations. Due to a higher demand for classes, than can currently be met, any openings occurring during the academic year are filled by allowing students who have completed the application process to begin classes out of the normal sequence. The number of students beginning the program in either winter or spring averages about 5-7. A few other students above the base 30 may take a few courses which have a higher enrollment limits, these students are usually part-time students, who may take 2 or more years to complete their certificate requirements. We have added several electives to the current 47 credit curriculum. The electives include: Law Enforcement Data System training, Dispatching for High Risk Incidents, Tactical Communications, and ETC Cooperative Education, up to 12 credits.

2. Curriculum:

A. Addressing Course-Level Outcomes:

The ETC Program offers both a One-Year Certificate, 47 credits and a Career Pathways Certificate, 26 credits. The 47 credit certificate, meets the minimum employment qualification of one year job experience, or completion of a certified telecommunicator training program. The hiring process for a 9-1-1 Telecommunicator Trainee position is a lengthy, multi-phase competitive testing process. Candidates must meet the minimum qualifications to submit their application. Some of the qualifications are set by the state and some by individual employers. The state requires minimum reading/writing skills be at the twelfth grade level, minimum keyboarding skills general range from 35 – 55 wpm, both hearing and vision must be within normal ranges or correctable to normal ranges. All agencies require the successful completion of both a state and federal criminal background check with no prior felony convictions or drug history. Local jurisdictions may have more strict background requirements. In addition a

candidate must complete an extensive personal history background form and waive their rights to privacy during the background investigation. Excluding factors in the background check include: instances of untruthfulness, poor judgment, mental issues, substance abuse, criminal activities, associations with convicted felons, or other indicators of a lack of ethics and integrity.

The curriculum is designed to address not just skills and knowledge, but social issues which may disqualify a candidate. Students must complete a criminal background check prior to admission to the program. While students may not be denied admission to the program, based upon past criminal activity, they are counseled regarding employment options, and in some cases directed into another field of study. The invasiveness of the background check and the requirement that a candidate sign a waiver of their right to privacy, in order to complete the background investigation is clearly explained both verbally and in written form.

In addition to the knowledge in the areas of communications, writing, cultural diversity, customer service, problem-solving and critical thinking and the hands on application of principles during lab activities, students learn the psychological toll that dealing with high stress and crisis situations on a daily basis can have on an individual. Students identify their personality types, examine their personal motivations and assess their own survival skills, and past history, in order to determine what tools they possess to be successful in the profession.

Template for Related Instruction in Certificates

One-Year Certificate 45 to 60 credits					Emergency TeleCommunicator - 911			
Subject Code	Course Number	Course Title	Credits	Hours	Related instruction Hours in:			
					Computation	Communication	Human Relation	Total RI
Example:	101	Basket Weaving Basics	3	90	6	12	8	26
EM	101	Introduction to Emergency Services	4	120	2.00	-	10.00	12.00
CJM	101	Cultural Diversity in Criminal Justice Professiona	3	90				0.00
EM	103	Introduction to Radio Communications	3	90	10.00	30.00	10.00	50.00
ETC	103	Introduction to Emergency Telecommunications	4	120	4.00	20.00	10.00	34.00
ETC	104	Emergency Telecommunications: Call Taking	4	120	4.00	20.00	8.00	32.00
ETC	105	Crisis Intervention & Critical Incident Stress Mgmt	3	90	-	10.00	20.00	30.00
ETC	106	Introduction to Criminal Law	3	90	4.00	4.00	4.00	12.00
ETC	108	Transcription for Telecommunicators	2	60	4.00	4.00	-	8.00
ETC	110	Comm Center Operations - Basic Skill	3	90	4.00	5.00	5.00	14.00
ETC	111	Comm Center Operations - Intermediate Skill	3	90	4.00	5.00	5.00	14.00
ETC	112	Comm Center Operations Advanced Skill	3	90	4.00	10.00	10.00	24.00
ETC	115	Emergency Telecommunications: Capstone	3	90	10.00	10.00	4.00	24.00
EMT	120	Emerg Medical Service: First Responder	3	90	4.00	-	-	4.00
ETC	202	Emerg Medical Dispatch Overview	2	60	2.00	10.00	10.00	22.00
CAS	122	Keyboarding for Speed and Accuracy	3	90				No RI
				0				No RI
Totals			46	1380	56.00	128.00	96.00	280.00
Minimum for 1 yr certificate:					48.00	48.00	48.00	240.00
Remaining to meet Min. Requirement:					0.00	0.00	0	0

B. Addressing College Core Outcomes:

All course outcomes have been updated and are current to reflect the college core outcome and the addition of related instruction.

ETC: Emergency Telecommunicator

CORE OUTCOMES MAPPING

SAC ETC: Emergency Telecommunicator

Mapping Level Indicators:

1. Not Applicable.
2. Limited demonstration or application of knowledge and skills.
3. Basic demonstration and application of knowledge and skills.
4. Demonstrated comprehension and is able to apply essential knowledge and skills.
5. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
EM 101	Introduction to Emergency Services	2	2	2	2	1	2
ETC 103	Introduction to Emergency Telecommunications	3	3	3	2	3	3
ETC 104	Emergency Telecommunications – Call Taking	3	3	4	3	3	3
ETC 105	Crisis Intervention & Critical Incident Stress Management	3	3	4	3	4	3
ETC 108	Transcription for Telecommunicators	3	3	3	3	3	0
ETC 110	Communication Center Operations – Basic Skills	2	2	2	2	2	2
ETC 111	Communication Center Operations – Intermediate Skills	3	3	3	3	3	3
ETC 115	Emergency Telecommunicator – Capstone	4	3	3	3	4	4

Template for Related Instruction in Certificates

45 to 60 credits		Emergency TeleCommunicator - 911			Related instruction Hours in:			
Enter course information in light yellow areas (totals will be automatically calculated)								
Subject Code	Course Number	Course Title	Credits	Hours	Computational	Communication	Human Relation	Total RI
				0				<i>No RI</i>
courses used for embedded related instruction								
EM	101	Intro to Emergency Services	4	120	2.00	0.00	10.00	12.00
CJA	101	Cultural Diversity in CJ Prof	3	90				<i>No RI</i>
EM	103	Intro to Radio Communications	3	90	10.00	30.00	10.00	50.00
ETC	103	Intro to Emergency TeleCom	4	120	4.00	20.00	10.00	34.00
ETC	104	Em TeleCom: Call Taking	4	120	4.00	20.00	8.00	32.00
ETC	105	Crisis Intervention & CISM	3	90	0.00	10.00	20.00	30.00
ETC	106	Intro to Criminal Law	3	90	4.00	4.00	4.00	12.00
ETC	108	Transcription for TeleCom	2	60	4.00	4.00	0.00	8.00
ETC	110	Comm Cen Ops - Basic	3	90	4.00	5.00	5.00	14.00
ETC	111	Comm Cen Ops - Intermediate	3	90	4.00	5.00	5.00	14.00
ETC	112	Comm Cen Ops - Advanced	3	90	6.00	10.00	10.00	26.00
ETC	115	Em TeleCom: Capstone	3	90	10.00	10.00	4.00	24.00
EMT	120	EMS:First Responder	3	90	0.00	0.00	0.00	<i>No RI</i>
ETC	202	EMD: Overview	2	60	4.00	10.00	10.00	24.00
ETC	280A	ETC: Co-op Ed	1	30	0.00	0.00	0.00	<i>No RI</i>
CAS	122	Keyboarding: Speed & Acc	3	90	0.00	0.00	0.00	<i>No RI</i>
Totals			47	1410	56.00	128.00	96.00	256.00
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?	X	
Related instruction instructor qualification forms are filed with the VP Academic & Student Affairs?	X	

3. Needs of the students:

A. What is the effect of student demographics on instruction and have there been any notable changes since the last review?

PCC Office of Institutional Effectiveness reports the following:

Emerg Telecomm-ETC subj code

COLLEGEWIDE TABLES (Excl Campus 6): Gender Distribution			Female	Male
		N	%	%
Collegewide, Excl Campus 6				
	2007-2008	34	64.7	35.3
	2008-2009	44	70.5	29.5
	2009-2010	64	62.5	37.5

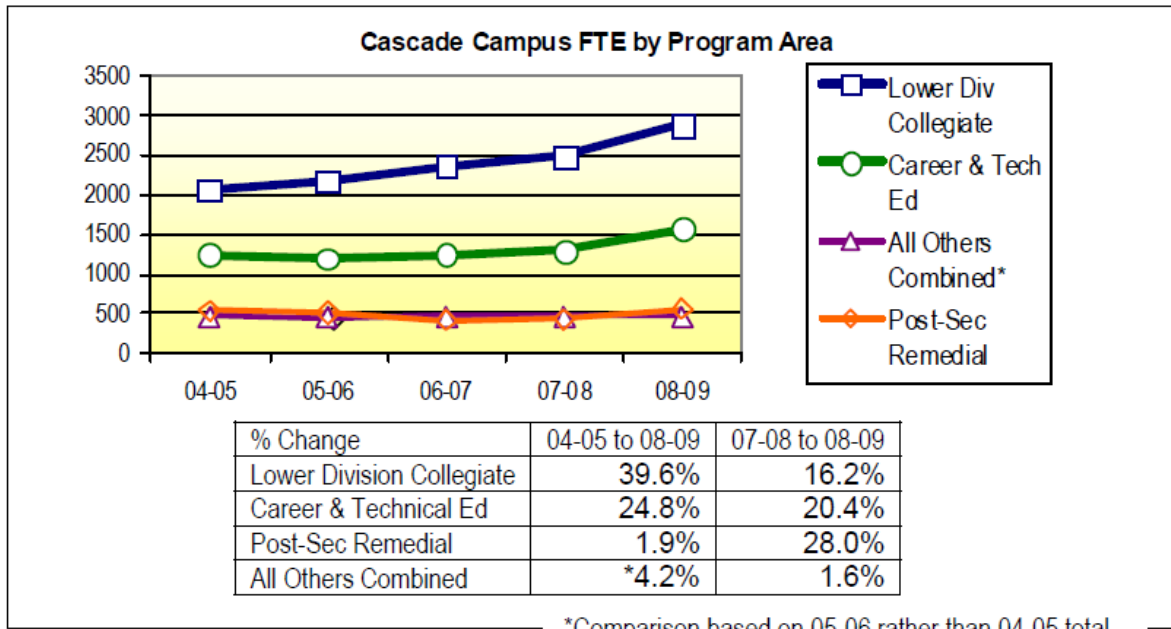
Although the number of students in this program have increased by 30 from FY07-08 (34) to FY 0910 (64), the ratio of male (36% on average) to female (64%) has not changed.

CAMPUS TABLES: Race/Ethnicity Distribution		Total	African American	Asian/Pacific Islander	American Indian/Alaska Native	Hispanic	White Non-Hispanic
		N	%	%	%	%	%
Collegewide, Excl Campus 6							
	2007-2008	31	3.2	.	.	6.5	90.3
	2008-2009	38	7.9	.	.	2.6	89.5
	2009-2010	45	6.7	4.4	8.9	.	80.0
Cascade	2007-2008	31	3.2	.	.	6.5	90.3
	2008-2009	38	7.9	.	.	2.6	89.5
	2009-2010	45	6.7	4.4	8.9	.	80.0

Within the last year, however, the student distribution of Race/Ethnicity has become increasingly diverse within the program. When compared to all credit students, the ETC program is in line with the overall diverse student population of PCC.

Due to the nature of the industry, the Emergency TeleCommunicator Program is capable of accepting a diverse range of physically disabled persons, when compared to other emergency services, whose programs are unable to accommodate physical disabilities. In addition, there is no cutoff regarding “age” in a communication center; in fact, some agencies prefer a more “mature” outlook in a new hire. The program, therefore, can accommodate a wide variety of age groups in the student population.

B. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program/discipline.



The demand for ETC classes has steadily increased over the last three years.

Emerg Telecomm-ETC subj code

COLLEGEWIDE TABLES (Excl Campus 6): Full Time Equivalent (Student FTE) Enrollment and % Change	2005-06	Percent Change: 04-05 to 05-06	2006-07	Percent Change: 05-06 to 06-07	2007-08	Percent Change: 06-07 to 07-08	2008-09	Percent Change: 07-08 to 08-09	2009-10	Percent Change: 08-09 to 09-10
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	13.7	366.3	6.0	-56.1	13.6	126.8	26.2	92.5	30.1	14.8

Emerg Telecomm-ETC subj code

COLLEGEWIDE TABLES (Excl Campus 6): Unduplicated Headcount Enrollment and % Change	2005-06	Percent Change: 04-05 to 05-06	2006-07	Percent Change: 05-06 to 06-07	2007-08	Percent Change: 06-07 to 07-08	2008-09	Percent Change: 07-08 to 08-09	2009-10	Percent Change: 08-09 to 09-10
	Total	%	Total	%	Total	%	Total	%	Total	%
Collegewide, Excl Campus 6	48	220.0	20	-58.3	35	75.0	46	31.4	65	41.3

C. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program/discipline.

According to the Bureau of Labor Statistics, the **job outlook** for police, fire, and ambulance dispatchers is expected to grow by 18% from 2008 to 2018:

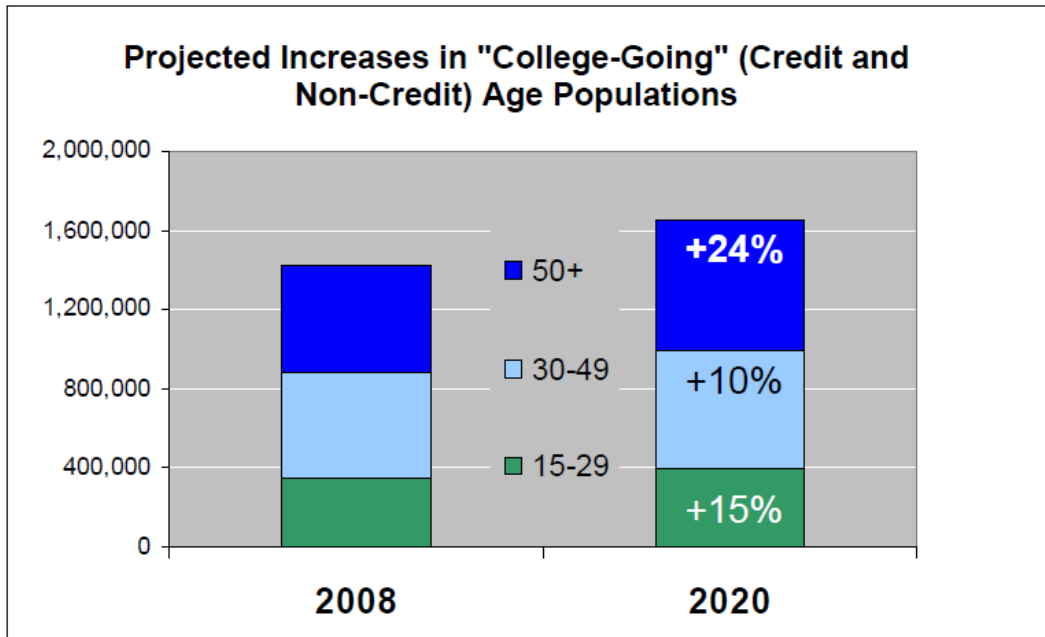
2008 Employment.....	99,900
2018 Employment.....	117,700
Employment change.....	17,800
Growth Rate	18%

By comparison (below), our community population projections provided by the Office of Economic Analysis from the State of Oregon, shows a 16% increase in residents, with an increase in all age groups attending college.

Our 5-County Community By 2020:

Growing, Older and Increasingly Diverse

By 2020 (est.) 2,050,000 Total Residents
 = 16% increase which is 278,000 *additional* Residents



Employment is expected to grow faster than average. The growing and aging population will increase demand for emergency services and create new jobs for police, fire, and ambulance dispatchers. The job prospects continue to look favorable, due largely to job openings arising from the need to replace workers who transfer to other occupations or those who leave the labor force. As the equipment dispatchers use becomes more complex, individuals with computer skills should have the best opportunities.

The nation's public safety communications centers have been facing a staffing shortage for the last 10 years, the result of an overall increase in staffing, and a large turn-over rate of existing employees.

(Refer to appendix 6 & 7)

As a result, almost every communications center in the U.S. is looking for qualified candidates. Having customer service skills as well as some public safety education, exactly as offered in this program, are two benefits that highlight our student's ability to succeed in the hiring process.

Emergency Dispatcher Salaries Nationwide

Sampling of States with Current Job Openings as of May 2011

<u>State</u>	<u>Salary Scale (Annually)</u>
OR	40,000-52,000
WA	43,000-60,000
CA	42,000-72,000
IN	49,000-65,000
NJ	39,000-58,000
MD	37,000-48,000
VA	33,000-48,000
CO	38,000-46,000
CN	36,500-50,000
MI	36,500-40,000
TX	30,700-38,500

Organization

FEMA 63,000-81,000

In comparison, local EMT's earn an average starting salary of \$12-15 per hour, or \$23,000-28,900 annually. Dispatchers at AMR and Metro Ambulance (two local ambulance companies) earn approximately \$18-\$23 per hour or \$36,720-\$46,920 annually.

The impact of a 18% growth rate in need for dispatchers will be significant to the program in terms of classroom space, in general and in the need to add additional offerings of class times, specifically in lab. The simulator lab is only able to accommodate 12 students at a time.

We **must** stay ahead of that same curve in the emergency telecommunicator field by increasing the offerings of day and night classes to adapt to the working students' schedule and keep viable candidates who can positively contribute to the workforce after graduating the program.

C. What strategies are used with the program/discipline to facilitate access and diversity?

All classes in this program are currently offered at Cascade Campus in the Public Safety Education Building, which was built specifically for emergency services programs. Classes are offered both during day and evening times to assist students with scheduling. Many students either work, part-time or full-time hence the need to offer a variety of class times.

Regarding diversity, as stated earlier, the telecommunications program is capable of accepting a diverse student group. Dispatching involves sitting for long periods of time. Whether students are sitting in a wheelchair or other chair is immaterial. Hearing and vision are important abilities for dispatchers. The program has and will continue to accommodate diverse physical disabilities in the student population.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes? If so, describe.

(Refer to appendix 3 for student testimonial)

The Emergency Telecommunications program has an Advisory Board made up of managers, directors, supervisors, and dispatchers from local large enhanced 911 communications centers to smaller agency/single discipline centers. The Advisory Board was recently expanded to include Tillamook County, Marion County. (See attached advisory list in the appendix)

Tillamook County 911 is researching the possibility of allowing internships with Emergency Telecommunications students from PCC.

For the past 3 years, PCC Emergency Services programs have combined efforts to offer an Open House in order to educate communication center directors, training officers, as well as the campus and community about the emergency services fields and what specific programs are offered. Open house includes observing students actually taking calls in the 911 simulator lab. Many people expressed surprise that the students in the lab actually utilize a CAD for data entry rather than manually recording the info, which is training emergency telecommunicators as closely as they would be trained in a real 911 center.

Most area 911 centers will accept the college training as equivalent to one year on the job experience. Oregon State Police, Tillamook 911, Hood River 911, and Deschutes County 911 for example have indicated in their job announcements that a certified dispatcher program would meet their requirements.

Clark County 911 is working with the ETC program to offer their dispatch employees the opportunity to receive college credits for the "In House" academy training at the basic telecommunicator level. This opportunity has come about due to the fact that their employees now need to be NAED certified. ETC student can become NAED certified after completing a minimum of 14 credit hours of prescribed classes.

We continue to expand and build relationships with other public safety training programs at PCC. ETC staff and students joined Criminal Justice students and staff last winter at Bike Fair. ETC provided Child ID Kits from the Missing Children's Clearing House; the students finger printed children and assisted parents in completing the required information. The kits are invaluable to Law Enforcement if a child should become lost or missing.

We have plans to further develop those relationships by offering a Traffic Incident Management class, which would be available to ETC, EM, CJA, and FP students. This class integrates a recently developed scenario based computer concept model to define roles, develop safety plans, alternate routes, and move traffic to ensure the societal costs are as reduced as possible.

4. Faculty: reflect on the composition, qualifications and development of the faculty

A. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

The ETC and EM programs are presently staffed with two part-time positions, one which covers department chair duties, program advising and some instruction. The second part-time position handles all aspects of the 9-1-1 simulator lab, including all equipment purchases, installation, maintenance and supervision of lab techs. The second part-time position has a larger instructional load, handling all the lab classes every term. The second position also handles the overflow advising for the program.

Extent of faculty turnover and changes anticipated for the future.

One of our instructors – Georgia Marumoto has been with the program since 1989 and also instructed in the CCC 9-1-1 Program. Georgia retired from BOEC last year and continues to teach for PCC.

Anita Beckwith also began with the program in 1989 and instructed in both programs. She retired from C-COM in 2005 and continued to teach at PCC through 2006.

Carol Bruneau began her career at PCC in 1990 as the sole full-time employee in the Dispatch program. She retired from PCC in 2004 and continues to work in a part-time position,

Monique Czech has been associated with the program for most of the 22 year history, beginning as a volunteer interviewer of program applicants. She teaches classes which are required for both ETC and EM.

Heidi Meyer began teaching at PCC in 1991 in the EMT program and began in the ETC program in 1997. She continues in the program in the second part-time position.

Various other part-time instructors from both dispatch and law enforcement have taught over the years, bringing a wealth of knowledge and experience to the program and providing a variety of views from many different agencies.

The program relies entirely upon adjunct faculty. Most have had significant careers in their professions prior to coming to the program, usually more than ten years.

B. Report any changes the SAC has made to instructor qualifications and the reason for the changes.

Instructor Qualifications have been recently updated. Changes in the type of certification offered (NAED vs APCO) required additional instructor credentials and is the reason for the changes.

C. How has professional development activities of the faculty contributed to the strength of the program? If such activities have resulted in instructional or curricular changes, please describe.

Instructor attendance at conferences and training allows frequent interaction with Telecommunicators, Supervisors, Trainers and Managers of both local area and statewide communications centers. Instructors not only maintain the credential with the organizations providing training courses and materials currently used in the program, but also maintain other professional memberships and credentials not required for instructional purposes.

(Refer to Instructor biographical information for specifics.)

Faculty Bios

Carol J. Bruneau

Department Chair for Emergency TeleCommunicator and Emergency Management

Ms. Bruneau has been the Program Coordinator and Department Chair for the Emergency TeleCommunicator Program at PCC for the past twenty years. The original 9-1-1 Dispatch program, under the title of Emergency Dispatch Operator began in 1988 and graduated the first class in June of 1989. The PCC program and an identical program at Clackamas Community College provided courses designed to prepare students to work in an emergency dispatch center. The Clackamas CC program ceased circa 1999. Since then, PCC has had the only 9-1-1 program in the state of Oregon.

Ms. Bruneau is an instructor in the Emergency Services Department at PCC and teaches courses in both the Emergency TeleCommunicator program and the Emergency Management program. Prior to her employment with PCC Ms. Bruneau worked in emergency telecommunications for law enforcement, the fire service and emergency medical responders for eighteen years. Most recently as a Telecommunicator II for the Oregon State Police in a regional communications center responsible for OSP operations in seven of the most populace counties in the state. She has an Associate Degree in Criminal Justice; a certificate in Management and Supervisory Development and has been a certified trainer through the Society of Law Enforcement Trainers; the Association of Public-Safety Communications Officials – International; and received Telecommunications Instructor certification through the National Communications Institute, Quantico, Virginia in 1995. She was certified as a Telecommunications Instructor by the Oregon Department of Public Safety Standards & Training and taught the Field Training Officer Instructor course for DPSST. Currently, she is a certified Instructor for the National Academies of Emergency Dispatch and has been an Oregon Law Enforcement Data System Representative and Trainer, since 1978.

Ms. Bruneau is a National Organization of Victim Advocates (NOVA) certified Community Crisis Intervention Team member and a twelve- year Crime Victim Advocate (and one of six members of the Homicide Advocate Response Team) for the Clackamas County District Attorney's Office; a Critical Incident Stress Management Instructor; 20 year member of Mountain Wave Search & Rescue Communications; and currently on the Board of Directors of the FBI Citizen's Academy Alumni Association – Oregon Chapter and has served as the Secretary for the last five years. She also sits on the Board of Directors of the National Emergency Communications Certification.

Heidi Meyer

Columbia 911 Communications District

Part-Time Faculty/Program Advisor - Emergency Telecommunications

Heidi Meyer began her PCC career as a guest lecturer for the Emergency Medical Technician Program in 1991, and started teaching in the 911 simulator lab in 1997. She currently instructs *Emergency Medical Dispatch and Tactical Dispatching, Cooperative Education, Communications Center Basic, Intermediate and Advanced Lab classes, as well as, "9-1-1 Overview" and "What It Takes To Be A Communications Specialist"* for the Emergency Medical Services Program and Community Education. Heidi has been instrumental in developing the simulation lab curriculum and keeping it current within industry standards as well as participating in developing additional classes for the program. She led collaborative efforts between PCC emergency services programs resulting in a now annual multi-discipline open house event that she organizes.

Heidi brings almost 30 years of field and practical experience to the classroom from both sides of the radio. She worked as an Emergency Medical Technician in New Jersey and Oregon and was the first female firefighter to be a member of the Scappoose Fire Dept. She began dispatching in 1985 for St Helens Police Dept. handling 911 law enforcement calls and department records. Fire, emergency medical response and processing 911 calls for service followed in 1991 when consolidation occurred and she began working at Columbia County 911. Heidi quickly progressed to training officer and then supervisor. As a senior trainer Heidi assisted in the creation of the training curriculum and evaluation process. She supervised the implementation of Computer Aided Dispatch and coordinated dispatcher training.

While with Columbia County 911 she held the following titles: Oregon Law Enforcement Data System Representative and Trainer, Field Training Officer, Agency Public Education Representative, Emergency Medical Dispatch Quality Assurance Supervisor, Fire Academy Communications Instructor and Law Enforcement Radio Procedures Instructor.

Heidi is certified as a Telecommunications Instructor and Fire Ground Leader Instructor by the Oregon Department of Public Safety Standards & Training. She is also a certified Telecommunicator Instructor for the National Academies of Emergency Dispatch. She is certified by the state of Oregon in Advanced and Supervisory Emergency Tele-Communications and Emergency Medical Dispatch. She also holds certification as a Communications Trainer, a Peer Support De-briefer trained in the Critical Incident Stress Management model, and as a Field Training Officer in the Field Training Evaluation Program.

Her formal education is in Communications, Management and Supervisory Development and she is currently pursuing a bachelor's degree in social sciences.

Monique Czech
Traffic Management Center Supervisor –
SW Region - Washington State Department of Transportation
Adjunct Faculty – Emergency Telecommunications and Emergency Management
Programs

Monique has been involved in the 9-1-1 Program for over fifteen years. She began as an interviewer in the selection process for new students and later started team teaching courses within the program. Recently, she has developed several courses for both programs.

Monique came to PCC while she was working for Cowlitz County 911. She has a total of 12 years of experience, including one year as a records clerk and 11 years as a Dispatcher and Dispatch Supervisor with Cowlitz County. She was instrumental in moving her center from basic to enhanced 911 during her tenure as supervisor. She dispatched for the Washington State Patrol from 1998 until 2006. She was an Instructor at the WSP Training Academy in Shelton and was a member of their Peer Support Team.

Monique is currently a supervisor for the Traffic Management Center for SW Region WSDOT in Vancouver, which is co-located with the WSP regional communications center. She is co-chair of the statewide Training Committee for Traffic Safety Systems Operators, and in that capacity has developed over eight on-line classes to improve and standardize statewide training.

Monique holds an Associate degree in Administrative Office Management from Southern Oregon State College and an Associate degree in Management & Supervisory Development from Portland Community College. She graduated in October 2010 from the Operations Academy Senior Management Program sponsored by the University of Maryland in Baltimore, MD.

She teaches courses in Emergency Telecommunications, Critical Incident Stress Management and Crisis Intervention, Communication Center Operations Lab, Introduction to Emergency Services, Introduction to Radio Procedures and the Emergency TeleCommunicator-Capstone.

Monique is an Emergency Medical Dispatch Instructor, certified by the National Academy of Emergency Medical Dispatch, as well as an Emergency Telecommunicator Instructor, certified by the National Academies of Emergency Dispatch. She is CPR/Basic First-Aid certified.

Monique is a member of the Association of Public Safety Communications Officials, Inc.; as well as NAED & NAMED.

Georgia Marumoto
Bureau of Emergency Communications - Portland
Part-time PCC Faculty

Georgia has been involved in the PCC 9-1-1 Program for over twenty years. She began as an instructor at Clackamas Community College in 1988 and then taught at both PCC and CCC, until the CCC program ended in 1998. Georgia was a Supervisor/Trainer at Portland's 9-1-1 Center, the Bureau of Emergency Communications, until her retirement in 2010.

Georgia began working for the City of Portland in 1975. She has been heavily involved in instruction and training throughout her career. She has instructed both for "in house" academies at BOEC and citywide training sessions. Some of the courses she has taught are: Instructional Process, Learning Theory, Adult Learning Theory, Test Writing, Senior Management Seminars and the Incident Command System. She also instructed City of Portland Supervisors in a series of supervision courses.

During her career at BOEC she has been involved in the following activities:

Coordinator for the implementation of E9-1-1 at BOEC, developed BOEC's first Medical Triage and Police Call-taking Guidelines, and developed progressive performance criteria for trainees. She was a presenter at an International Conference in Montreal for the National Emergency Number Association.

Georgia has taught Emergency Telecommunications I & II, and Communication Center Operations Lab. She is currently teaching the Intro to Emergency Telecommunications. Georgia is certified through the Department of Public Safety Standards and Training to teach Basic Telecommunicator courses. She has taught Criminal Law and Call-taking Skills. She teaches APCO certified coursework in Basic Telecommunications; and was an academy instructor for BOEC; and an Emergency Telecommunicator Instructor, certified by the National Academies of Emergency Dispatch.

Georgia is a member of the Association of Public Safety Communications Officials, Inc.; as well as the National Emergency Number Association.

5. Facilities and Support:

A. Describe classroom space, technology, lab space and impact of student success.

Telecommunications has become a highly technological field. The ETC Simulation Lab is an ever changing, learning tool that plays an integral role in training students how to respond to a variety of emergency and non emergency incidents. Students experience critical situations just as they would in a Communications Agency. The simulation lab challenges student's judgment and decision-making abilities while utilizing interactive technology during emotionally charged realistic scenarios. Hands on simulation helps individuals develop skills and gain insight that is best learned and practiced in realistic conditions. The simulation allows students to role play and become immersed in critical incidents and practice the skills they have learned in a safe environment. This translates into improved student confidence and retention. As the lab classes progress each term, more is required of the students, such as multi tasking and split ear capabilities. Just as in an actual communications center students are expected to recover quickly from a mistake and complete their task.

Due to the sensitive nature of the information that is available through our computer software and web access, we must limit access and always monitor activity in the lab. It is difficult to provide lab access outside of scheduled lab classes.

Student performance is closely monitored, critiqued, evaluated and assessed for mastery following established FTEP (Field Training and Evaluation Guidelines) universally used by 911 Communications Centers. Consisting of a DOR (Daily observation report) that is completed and a Call Taking/Dispatching Evaluation form which specifically outlines the components required in handling an incident. Students are also assessed in a performance appraisal which covers other areas of behavior such as; attendance, teamwork, acceptance of feedback and professionalism; all are areas evaluated during the actual training process. This kind of exposure provides students with a unique insight in to the expectations, once hired by a 911 agency. Our goal is to give them necessary tools to be successful during the intense training portion of the job.

Room #102 (lab) is also challenging compliance with building and safety codes. The electrical capabilities are at their maximum with power strips and cannot sustain any upgrades or additional equipment. Workspace, ADA compliance, air quality, heating and cooling are also not adequate. There are a lot of verbal exchanges between call takers and dispatchers during lab as they attempt to alert the appropriate responders of calls pending. The confines of the room make it a very loud environment, hampering learning at times and when fully occupied the lab room temperature rises making it uncomfortable. The lecture portion of lab has to take place in another room. When it is necessary to have all the students at a computer station during basic instruction the only option is room 107. Current scheduling limits the ETC program to select mornings each week. Since lab is a 5 hour class the majority of that allotted time is easily filled with only 24 students.

The CAD application must operate on its own server and is loaded on the 6 positions in rooms #102 and 24 positions in 107. The proposal to move the student stations into room 103 would correct these deficiencies and allow increased enrollment opportunities. (See Project Needs)

B. Describe how students are using the library or other outside-the-classroom information resources.

Capstone, Emergency Medical Dispatch and all 3 levels of Communication Center lab have mandatory observation requirements in call centers and with police, fire or medical responders. This is extremely valuable to students by exposing them to the realities of the career field and the many variables that exist from agency to agency. Not having appropriate staffing to assist in the coordination of observations has the potential to be detrimental. As some of our most valuable resources these relationships require attention and communication. Staffing is needed to create new relationships in the industry and sustain old ones these are “closed” facilities and as such require a structured process of candidate approval.

Students also utilize the career service counselors to assist in career development, but very few are aware of what the career entails. The career development program has been implemented into the capstone class. Students also use the computer lab as needed and schedule time in the simulation lab for Critical testing.

C. Provide information on clerical, technical, administrative and/or tutoring support.

The ETC program does not have an allotted clerical position. Donna Fielding is in charge of our payroll needs and assists as much as she can in other areas. Cliff has been willing to act as a contact person for referrals. The majority of this work falls on the part-time Dept. Chair and casuals. Keeping the lab updated and running requires several hours devoted only to its maintenance each week. There is currently no staffing to meet the need and the campus tech’s have been very responsive in the past but are not trained on the program specific applications we run. Part-time lab instructor and lab techs deal with a variety of procedural and technical issues by contacting vendor support. We have found having a dependable, knowledgeable lab tech who meets the training and security requirements an asset to the maintenance of CAD, FP and ETC radios, phones etc.

Because there is not a full time positions dedicated to the program, the need for administrative/clerical support is higher than with other programs which have full time positions.

D. Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.

Outside of Cascade campus we have found that few advisors are aware that the program exists. This issue was brought up a few years ago an attempt was made to educate advisors at other campuses. Being a small program there isn’t any marketing and we are not well known.

Since we are one of the only public safety fields that can accept candidates with a physical disability (there are hearing and sight requirements) we encourage individuals to apply to the program. However due to the confined space in the simulation lab there are ingress and egress issues that makes accommodations difficult. We are currently working on a solution to correct the situation. Michelle Butler has been willing to assist with advising that typically falls on the dept chair or program advisor.

E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the program/discipline and the needs of students.

Many of our courses require a computer lab. Because our computer software is specific to room 107, it's imperative that this room be available for ETC classes. In addition to the three communication center labs that are offered every term, courses such as Transcription, Cap Stone and Emergency Medical Dispatch require students to access CAD which is not available in any other computer lab on any campus. Students can only be scheduled into 107 for these classes. We need to reassess the room scheduling and occupancy limits. We recently held classes that could not accommodate the number of student enrolled because there were not enough computer terminals. On one occasion an instructor was required to leave 107 in the middle of class and move the whole class to another room so that a math class could take over 107. This made the ETC students feel that they did not have a value. This limitation creates a huge scheduling problem that was exacerbated by the integration of other non-emergency services programs, which can utilize other rooms on campus.

6. For Career and Technical Education Programs: To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

The hiring process is extremely lengthy and can take up to a year. Most applicants must complete an application, various written and computer based tests, several interviews, a comprehensive background check, and criminal history check. Some agencies require a physical exam with emphasis on hearing and vision.

Training for a 911 dispatcher in most agencies takes 6-12 months, possibly longer. Most agencies require on-the-job training where they learn agency specific policy and procedures.

Employers have indicated that a successful dispatch applicant is individual who:

- Has an understanding of the 911 industry
- Understands the demands of the career field
- Possess above average Computer Skills and keyboarding are above average
- Understands and has experience with a CAD based system
- Demonstrated ability to multi task
- Is able to work in a noisy environment
- Is able to stay calm and focused under stress
- Demonstrates good stress management skills

(See appendix 2)

A. Impact of the Advisory Committee on curriculum and instructional content methods and/or outcomes:

Keeping the program relevant requires keeping in touch with those who do the job. Technology is constantly evolving in the 911 field, and for students to be competitive they must keep up. By continuing a relationship with local 911 personnel, PCC has the unique opportunity to stay ahead of the curve and

provide its students with the closest possible environment they will find next to the real thing. Currently, PCC ETC provides:

(Refer to appendix 4 & 9 for advisory committee list)

7. Recommendations:

- **Staffing**

The ETC Program has had very sporadic administrative support over the past five years, with much of that time sharing support with multiple programs and having either inexperienced or extremely overtaxed personnel. Within the past two months the ETC and Emergency Management programs have been assigned to the same administrative assistant as the EMS programs. **Recommendation is that this arrangement be made permanent.**

All instructional and Department Chair responsibilities are handled by part-time faculty. Department Chair responsibilities for both the ETC and EM programs are under one half-time position which also has instructional responsibilities in both programs, averaging 7-9 credit hours of instruction per term. All ETC courses are taught by part-time faculty, as are all EM courses. Some courses serve both programs. The courses jointly shared are EM 101, Intro to Emergency Services, EM 103, Intro to Radio Communications and ETC 105 Crisis Intervention and CISM. CJA 101, Cultural Diversity is also a requirement of both programs.

Advising – The ETC program is a closed program requiring an application, a minimum keyboarding skill level, a minimum reading and writing skill level and the completion of two criminal history background checks (one through the Oregon State Police and one through the FBI). The application process requires the program to provide guidance, answer questions about the process, maintain records and documentation, provide fingerprinting services and answer questions about the profession and employment opportunities and provide academic planning and advising. The program advisor for the EMS programs often assists with providing general information about the program and sending out applications and Michelle Butler also provides advising support, but questions regarding the industry and evaluation of substitute courses for both ETC and EM are referred to the Department Chair.

A second half-time position covers the management, supervision and maintenance of the 9-1-1 simulator lab and overseeing part-time instructors and lab technicians, as well as instructional responsibilities, which average 6-10 credit hours of instruction each term. **Recommendation is that a full-time faculty position be created to handle department chair and instructional responsibilities for both ETC & EM; and that a full-time Academic Professional position be created to handle the operations of the simulator lab, equipment, teach the lab classes and supervise the lab techs. This position would also provide ETC advising and assist part-time instructional staff as needed.**

- **Facilities**

The ETC program requires the use of a computer lab with a minimum of 24 seats and various program specific software programs, including the Computer-Aided Dispatch software. Currently, the ETC program shares Room 107, the only computer lab in PSEB 107 with all the other Emergency Services Programs housed in PSEB. Math classes take priority over all ES programs on Monday, Wednesday and Fridays from 7:30 am to 10:00 pm and on Tuesday and Thursday, after 1:00 pm.

ETC labs are offered two days per week on Tuesday or Thursday for 4.5 hours. Students choose which day they wish to attend lab (limit 12). Because most labs are filled and because it is necessary to provide lab time all three terms, there is frequently a mix of 1st and 2nd, or 2nd and 3rd term students in the same lab. This arrangement requires the instructor and lab techs to present material and provide scenarios for different levels of knowledge and abilities. This slows the learning process, since it becomes more self-paced and can only proceed at the rate of the slowest participant.

Due to the inadequate size of the current 9-1-1 simulator room, PSEB 102 (limited to 6 students), it is necessary to block out both PSEB 103 and PSEB 107 on Tuesday and Thursday to accommodate all ETC lab students, and then only 12 students can participate in lab at a time. **Recommendation is that PSEB be equipped with 6 work stations, which mirror the workstations in PSEB 102. PSEB 103 is large enough to accommodate these workstations and still be used as a standard classroom, which could accommodate 24 students. This would allow the elimination of PSEB 107 as an additional lab space for ETC simulation lab and reduce the ETC demand on PSEB 107 to 4-5 classes over the academic year, excluding summer.**

(Refer to appendix 10)

General classrooms – PSEB 103 which is one of the smaller classrooms in PSEB is the primary classroom for ETC courses. All emergency services programs share the classrooms, but some programs because of adjacent labs have priority for specific rooms. The addition of the Emergency Management program has increased the demand for classroom space in PSEB. While some classes can be moved to other locations on Cascade campus or even to CLIMB, many rely upon equipment and lab space only available in PSEB. **Recommendation is that Emergency Services programs be given priority in PSEB and that non- emergency services programs are scheduled only after all ES classes have been accommodated.**

- **Access for Disabled Students**

Emergency telecommunications is the only law enforcement related field which provides career opportunities for individuals with certain physical disabilities. The ETC program has students every year, who have permanent mobility limitations due to injuries or illnesses. The ETC job does not require lifting or other strenuous activities.

Workstations in modern emergency communications centers are designed so that the employee can control and adjust distance from equipment, height of work surfaces, lighting and access to other tools of the profession. Dispatchers can work from a seated or standing position and with wireless headsets can even move away from the workstation. The current lab set-up does not provide adequate space for wheelchair access. In the past students in wheelchairs could not use the equipment in PSEB 102 and had to access CAD and radio equipment from PSEB 107, which separates them from instructors and other students. This arrangement also limits the amount of hands on lab time for the student and slows the activities for the entire class. **Recommendation is relocation of the lab to PSEB 103. This would provide adequate access to all students.**

- **Equipment**

Conversion of PSEB 103 from a classroom to a combined lab/classroom would require additional computer and telephone connections. There are already some extra telephone connections, in addition to the standard podium set-up. There are currently 5 active phones in the room. Some new computer connections would be required. 6 new computers and at least 12 new monitors would be needed. Radio equipment has already been purchased and is fairly portable. With the newly purchase radio equipment we now have a computer based recording capability, so no new recording equipment would be needed. The portable radios are shared with the Fire and EMS programs. **Recommendation is to increase the capacity of the 9-1-1 simulator lab and purchase equipment to create 5-6 new workstations.**

- **Curriculum**

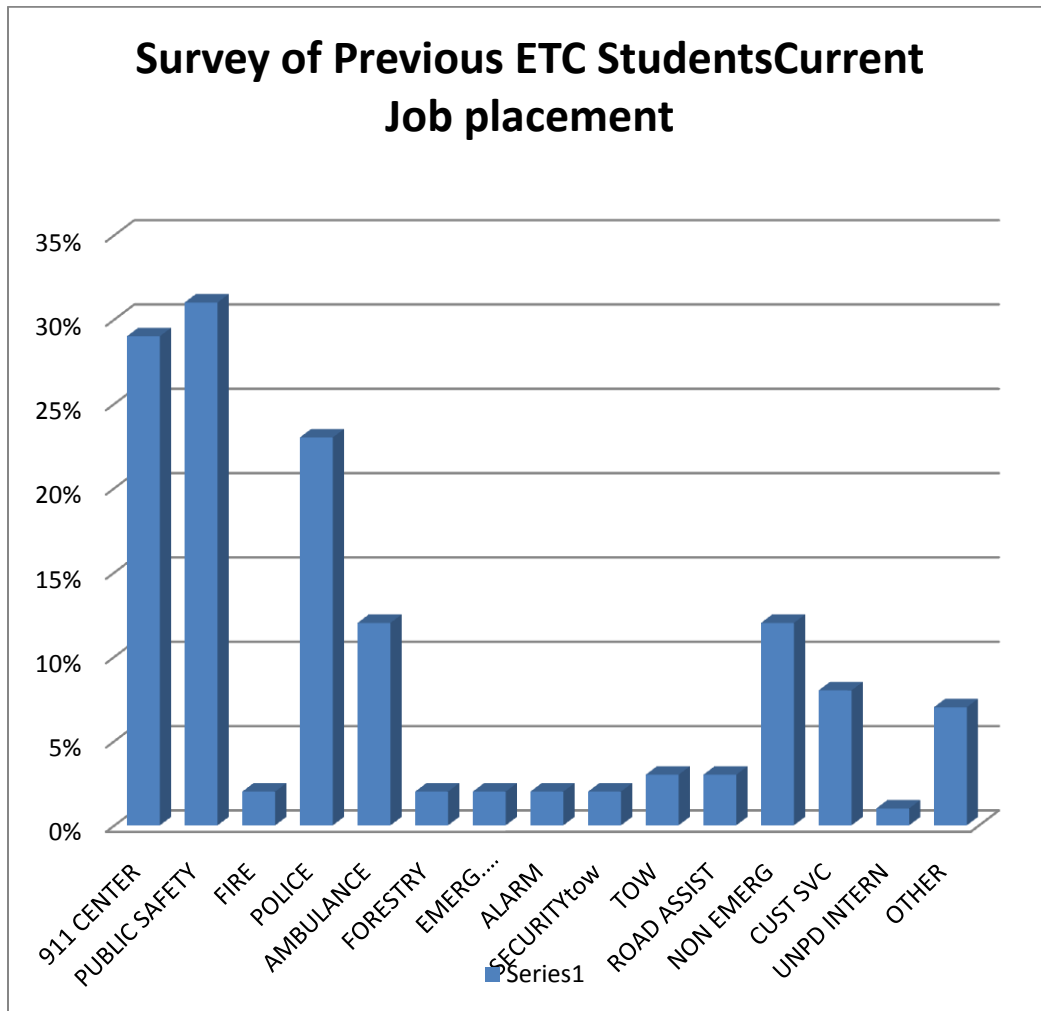
By utilizing adjacent rooms for the simulator lab, more students can experience hands on activities, simultaneously, and instructors and lab technicians can interact with more students at one time. The consolidation of activities into these two spaces will allow students more hands on time, less time lost transitioning between rooms, and fewer interruptions in activities. The close proximity, visual contact (through existing window) and ability to hear radio transmissions in both locations will provide a more realistic experience and provide instructors with the ability to monitor larger simulated events. Updated and expanded lab facilities would allow for more advanced lab classes and more skills assessment tools, such as industry recognized testing programs.

- **Additional Benefit College-wide**

The proposed redesign of PSEB 103 would also provide the college with a facility which would have all the active components needed for a working Emergency Operations Center. The current PCC EOC is located at Sylvania. PSEB could mirror the capabilities of the Sylvania EOC, in the event that Sylvania was adversely impacted by a disaster or large scale emergency. The needed components for an EOC include: Multiple telephones, computers, a computerized resource/records management system, access to media sources (radio, television & internet). The ETC CAD is the same as the CAD currently used by the Department of Public Safety and our portable radios are compatible with theirs. The Emergency Management program already has local area maps, city, county and campus maps, and a number of campus personnel have been trained in the Incident Command System and the functions and organizational structure of an EOC. Cascade campus already has an emergency power supply, so no additional equipment would be needed.

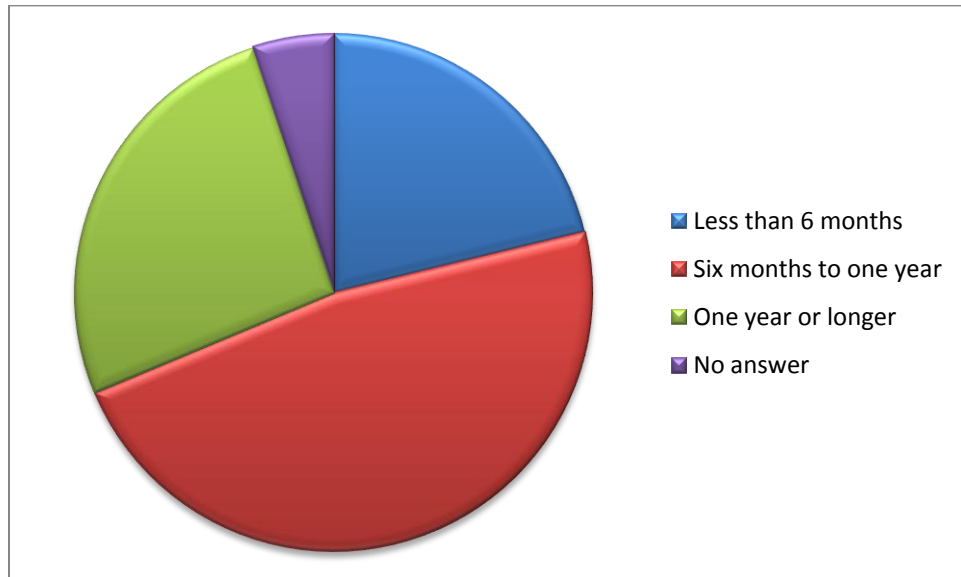
Appendix

1. Survey Results Graphs:



Graphs compiled from 62 survey completions.

How long after completing the program did you gain employment?



Graphs compiled from 62 survey completions.

2. California Dispatcher Skills Survey

In 1991 the California Commission on Police Officer Standards & Training (POST) performed a comprehensive survey of dispatchers to determine the essential knowledge, skills, abilities and traits of a successful dispatcher. After compiling the results and analyzing the information, POST created a test that was carefully designed to measure all of the job-related areas identified in the survey. The hope was that a person passing the test would have a high probability of becoming a successful dispatcher.

The survey identified 132 **knowledge** items as essential for successful performance of dispatcher duties and appropriate for entry-level dispatcher training. The knowledge is included in the following areas:

- Work Environment and Conduct
- Communication Center Operations
- Legal Principles and Codes
- Complaint Taking
- Dissemination of Information
- Radio Dispatching
- Law Enforcement Information Systems
- Public Safety Related Agencies
- Communication Center Equipment and Resources
- Training Methods

The survey indicated that the knowledge most critical for successful dispatcher performance are:

- Complaint/request priorities
- potentially dangerous situations
- important and appropriate complaint information to be obtained
- questioning techniques
- communications with mentally unstable callers
- considerations for broadcasting sensitive information

The survey identified 63 **skills** as essential to success, covering the following areas:

- Vocal Skills
- Listening Skills
- Reading Skills
- Record Keeping Skills
- Complaint Taking Skills
- Dispatching Skills
- Telecommunications Skills
- Interpersonal Skills
- Administrative Skills

The skills rated most critical were those where the dispatcher must handle simultaneous incidents and radio traffic.

The survey identified 22 **abilities** as essential to successful dispatcher performance. Those abilities fell in the areas of:

- Cognitive abilities (Verbal, Reasoning, Memory, Perceptual)
- Psycho-motor abilities (Manual Dexterity and Speed)
- Sensory-motor (Speech, Hearing, Vision)

The highest-rated abilities were:

- verbal and perceptual cognitive abilities
- speech and Hearing sensory-motor abilities
- oral and Comprehension
- expression abilities
- written Comprehension
- speech Clarity
- speech Hearing
- general Hearing
- auditory Attention
- time Sharing

The survey identified 14 **traits** as importance to being a successful dispatcher. Among the areas rated highest were:

- tolerance of Stress -- performs job duties effectively under adverse conditions (e.g. working under time pressure with high visibility and serious consequences of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption). The dispatcher bounces back from negative situations performs duties under extreme pressure without delay.
- integrity
- dependability
- emotional Control
- tolerance of Unpleasant Work Environment
- adaptability
- Teamwork
- maturity
- productivity
- positive Attitude
- assertiveness
- social Concern
- motivation
- interpersonal Sensitivity

3. Student Letter:

February 16, 2010

Good Day Carol,

I hope you remember me, Chris Cooper from Salem. I graduated from the ETC 911 Telecommunicator program in June of 2009. After several attempts at testing at several communications centers I got close. I made it to a couple of interview rounds, and other locations I washed out in testing. Some of the testing was quite difficult for me, but others were easier.

Alas, I went to Chemeketa Community College to get a parking pass for my vehicle, and asked if they were hiring. They said well yes, as it happened there was a dispatcher opening and it closed the next day. So I went home and quickly applied. I was hired on and started on December 7 of 2009. I am still on probation but I have excelled in my training and was cut loose even though I am still on the probationary period. They loved my interview, and my portfolio exceeded their expectation. My education and credentials assisted me in gaining full employment. I dispatch Public Safety officers for the school, Monday through Friday in an eight hour shift. The work resembles my security background, and the demands for the job are within my abilities. I am so happy to be employed, with benefits. My goals have been attained with your help.

I want to thank all of the staff, Faculty and Adjunct, including lab assistants/instructors. Without their teaching ability, and work history the Telecommunicator program would not be as successful as it is today. I hope the Telecommunicator program continues to excel, as I preach it to anyone willing to listen and showing an interest in being an emergency or non-emergency dispatcher.

I wanted to share a few ideas I had with you to share with your staff and the Director if you see fit to do so.

1. More Transcription Practice. As a student who was new to keyboarding and abbreviated data entry the transcription class was extremely important. A transcription lab or another class added to the schedule would have been beneficial. Especially split ear training, and other audio training systems to get transcription of information quickly.
2. Call Taking Lab. Increased call taking lab time would have been great. Especially in the Winter and Spring terms when call taking skills are pushed as hot calls are introduced. More lab time availability for EMD call taking skills could have helped some of us too.
3. Open Lab. If funding is a problem maybe the above ideas could be utilized in an open lab format where there is a lab assistant to assist with basic information for the students questions.
4. Continued Support and Interactive Programs. A huge benefit for 911 students could be joint instruction with other PSEB programs. It would be awesome to have more interaction and role playing with the other students and programs in Fire Science, EMT, and Law Enforcement students and instructors. Getting a feel for the real world scenarios that we will see in the field and working as a team in the instruction phase might be a lofty plan, but I feel an extremely useful tool for students. I know that Scott Cooper with the EMT program and Heidi Meyers (911 Telecom) collaborated on some ideas, and I always felt that was a great start. Maybe it could be integrated into the program itself as a part of curriculum.

Please feel free to share this with whomever you like, as I really want to get the point across that my success is your success. Many of my alumni have done well gaining employment (I heard through the grapevine) as others are continuing their education into the Emergency Management program.

A special thank you to Monique Czech, Heidi Meyer and my favorite side-kick Burnadette; Georgia, Lynn Benton, Aaron Olsen (Law Enforcement), Mark from the EMT group, Scott Cooper, and Ms. Haag instructor from First Responder; and of course the Bruneau team including Emergency Management information as I hope to get the AA Degree in that field as well.

Without the dedication of these instructors, the accomplishments your students have benefitted from could not be realized, especially in my situation. The personal touch and openness of these instructors to help us be the best in our field is dramatic. I cannot thank you and your team enough. I can't thank the PSEB family enough for the fine job you do every day. Keep up the great work.

Christian Cooper
Dispatcher, Department of Public Safety
Chemeketa Community College
4000 Lancaster Drive NE
Salem, OR 97305

Mailing:
PO Box 14007
Salem, OR 97309-7070

Public Safety Office:
503-399-5023

Public Safety FAX:
503-399-7689

4. ETC Advisory Committee Members:

<u>Agency</u>	<u>Representative</u>	<u>Title</u>
BOEC Portland/Multnomah Co	Melanie Payne	Training Coordinator
C-COM Clackamas Co	Brandy Ritter	Operations Supervisor
CRESA Vancouver/Clark Co	Katy Myers	Training Coordinator
LO-COM Lake Oswego	Leslie Taylor	Director President – Oregon APCO
OHSU	Russell Hoskins	Manager
OSP – NRC Salem	Phil Willoughby	Supervisor
Port of Portland	Charles Haneca	Communications Manager
Tillamook 911	Kelli Bieghler	Supervisor
WCCCA Washington Co	Sharyl Dresser	Supervisor
WSDOT Washington Dept of Trans	Monique Czech	Supervisor
WSP Washington State Patrol	Delma McNulty	Communications Mgr
WVCC Willamette Valley Comm	Susan Hurley	Operations Mgr

5. Communication Centers List:

Portland Metro Area

Emergency Communication Centers

Bureau of Emergency Communications City of Portland	BOEC
Clackamas County Communications Oregon City	C-COM
Clark Regional Emergency Communications Agency Vancouver, WA	CRESA
Columbia 9-1-1 Communications District St Helens, OR	C-COM
Hood River County Dispatch Center Hood River, OR	
Lake Oswego Communications Lake Oswego, also handles Milwaukie & West Linn	LO-COM
Life Flight Air Ambulance	
Oregon Health Sciences University Dept of Public Safety	OHSU
Port of Portland Airport Police	PDX
Washington County Consolidated Communications Agency Beaverton, OR	WCCCA
Oregon State Police Communications Northern Regional Command Center Salem, OR	NRC

Western Oregon / SW Washington

Emergency Communication Centers

Central Lane Communications

Eugene, OR

Cowlitz County Communications Center

Kelso, WA

Lincoln County Communications

Newport, OR

Newberg Police Department

Newberg, OR

North Marion County Communications

Woodburn, OR

Santiam Canyon 9-1-1

Stayton, OR

Washington State Patrol Communications

Vancouver, WA

Willamette Valley Communications Center

Salem, OR

WVCC

Yamhill County Communications

McMinnville, OR

Y-COM

Private Communication Centers

American Medical Response AMR
Portland/Vancouver

American Red Cross Disaster Communications ARC
Portland, OR

American Automobile Association AAA
Beaverton, OR

C-Tran Dispatch
Vancouver, WA

First Response Alarm Co
Portland, OR

Honeywell Alarm Co
Portland, OR

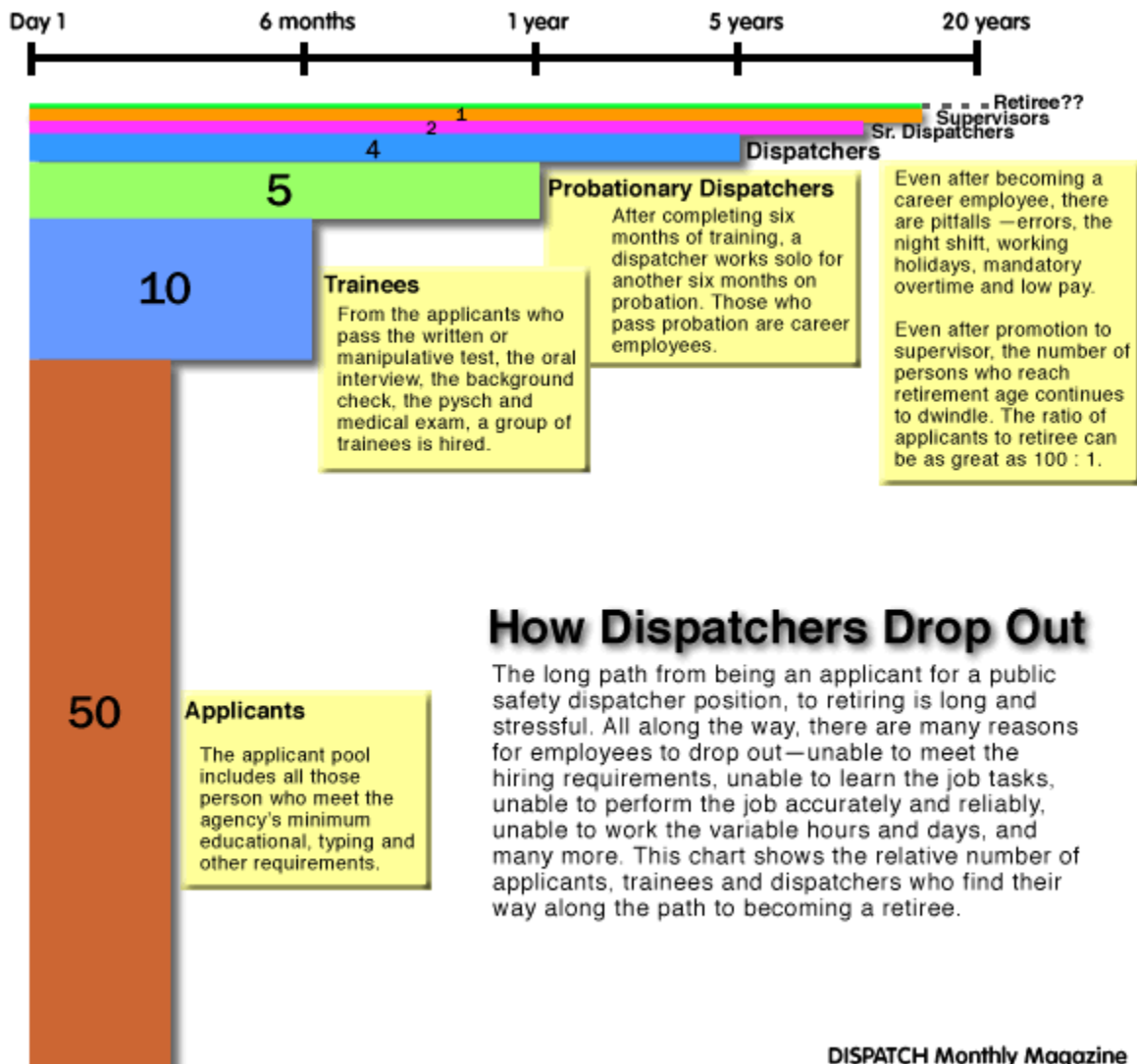
Metro West Ambulance Co
Aloha, OR

Protection One Alarm Co
Portland, OR

Speed's Towing
Portland, OR

Tri-Met Dispatch
Portland, OR

6. How Dispatcher drop out:



7. Dispatching: A Profession or a Job?

Making a case for the public safety communications ‘professional’

[Joanne E. Angell](#) on October 27, 2010
in [Calltaking/Dispatch](#), [Commentary/Blogs](#), [Operations](#)

105Share



To work in public safety communications, an individual must be trained and educated in a unique set of skills that goes beyond just knowing how to answer the phone. (Photo A.J. Heightman)

Many years ago, I had a heated discussion with my sister about whether or not public safety dispatching was a job or a profession. At the time, she had just started working as a dispatcher with an agency that was different from my own. She was going through initial training, learning the skills and tasks associated with her new position and thinking about it as a temporary job until she could return to teaching.

My claim was that the position of public safety communications dispatcher, or telecommunicator, was a profession. Her opinion was that it was a job. (Both of us are opinionated, intelligent and stubborn individuals, but willing to debate our differences.)

First, we looked at the definitions of job and profession. A *job* is a “group of homogenous tasks related by similarity of functions. When performed by an employee in an exchange for pay, a job consists of duties, responsibilities and tasks (performance elements) that are 1) defined and specific; and 2) can be accomplished, quantified, measured and rated. From a wider perspective, a job is synonymous with a ‘role’ and includes the physical and social aspects of a work environment. Often, individuals identify themselves with their job or role (foreman, supervisor, engineer, etc.) and derive motivation from its uniqueness or usefulness.”*

We agreed that being a dispatcher fit the characteristics of a job. I, of course, couldn't let that go because my stand was — and still is — that being a dispatcher is more than just a “job.” So we considered the definition of profession.

A *profession* is an “occupation, practice or vocation requiring mastery of a complex set of knowledge and skills through formal education and/or practical experience. Every organized profession (accounting, law, medicine, etc.) is governed by its respective professional body.”*

Let's look at what *formal education* really means. *Formal* means “official; being in conformance with generally accepted standards; the opposite of casual. Generally accepted formal standards usually denote professionalism, whereas the absence or lack of standards would be seen as casual.” *Education* is “the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporate studies of a variety of subjects.”*

This aspect of formal education is what we could not agree on. She said that dispatching doesn't require a formal education. I agreed that it doesn't require a college degree, but it does require a mastery of a complex set of knowledge and skills obtained through *specific and specialized* education and practical experience.

I conceded that emergency dispatching does not have a governing body that sets rules and standards. But I argued that it *should* have set rules and minimum standards for the people who are taking 9-1-1 calls, dispatching emergency personnel and making decisions that could have life-or-death consequences.

Then, my sister argued that almost anyone could be trained to answer a phone, gather information and dispatch personnel. I vehemently disagreed and argued that a formal education, by her definition, doesn't inherently guarantee success in any profession or job. (A degree is just a piece of paper that says you attended classes and passed a series of exams, which proves you can take a test and regurgitate information.)

We debated for a while. I told her she was wrong; she told me I was wrong. We finally agreed to disagree on the subject because we were on vacation together and wanted to have fun rather than fight.

This debate stuck with me long after the vacation was over. I considered my career a calling — something that required special skills and abilities. I took pride in being a dispatcher, and the thought that others might not think of dispatching as a profession bothered me. If I couldn't convince my own sister that what I had chosen as my path in the work world was a profession, then how could I convince others?

We've all met people who think being a dispatcher may be stressful, but not very difficult. You answer the phone, ask a few questions and send help. How tough can that be?

But those who have done it, still do it or try to train people for it know how tough this “job” really is. No, we don't “practice” dispatching the way doctors “practice” medicine or judges “practice” law, and both of those jobs are considered professions. And like medicine or the

interpretation of the law, dispatching is not an exact science. It has just as many variables and idiosyncrasies as these professions because it deals with people and all the various things humans think, feel and do. In addition, as dispatchers, just like doctors or judges, we're expected to be perfect in all of our actions. Is that not a profession?

Throughout my career, I've found that, just like citizens, many in the public safety community don't think the job is difficult. We do a disservice to ourselves in this area because good dispatchers make it look easy. I've talked to numerous law enforcement officers, firefighters and paramedics who don't understand the complexity of what a dispatcher knows and does to gather information and relay it to them. This lack of awareness has come up time and time again when we've hired officers, firefighters or paramedics for communications and they go through training. They always obtain a new respect for what dispatchers do and many of them have said that they owed their dispatchers an apology. Also in my experience, many of them did not make it through training because the skills and abilities required to be a dispatcher are unique and different from those of a firefighter, paramedic or officer.

The idea that public safety dispatching is not a profession is present on a higher level. In many states, dispatchers and emergency communications personnel are not recognized as having a public safety job worthy of the same considerations as law enforcement personnel or firefighters. There are no nationally recognized standards or minimum training requirements for dispatchers. Many states don't have minimum standards. The benefits are not the same as those of firefighters, paramedics or law enforcement officers.

By a large percentage, fewer dispatchers retire from the profession than quit. Turnover is high, and retention is difficult. There's a perpetual shortage of dispatchers nationwide. If the job — dare I say profession — was easy, I don't believe that employee retention would be an issue. If the profession didn't require specialized skills and abilities, you could, as my sister argued, train anyone to be a dispatcher.

Several years after our debate, I asked my sister if she remembered this conversation. She had been working as a dispatcher during those years, and I wanted to see if her position had changed. She didn't recall the conversation. For many personal reasons, most of which was pride, it obviously stuck with me longer than it did with her. So we talked again about whether she thought dispatching was a job or a profession.

We still disagreed on a few points, but she did agree that dispatching requires a unique individual with specialized skills, abilities and training. She agreed that there should be a governing body that sets rules and standards. She agreed that all of us in the "job" should act and be "professionals."

A side note about my sister: Dispatching was not a temporary job. She retired from dispatching and never returned to teaching. I rest my case.

Author

Joanne E. Angell

San Diego County Sheriff Communications Coordinator Gail Larsen says, "It's really up to the agencies to demand and require a certain level of performance, and in order to achieve that, they train according to specific policies. My experience in dealing with comm center managers in the state is that they have high expectations and standards, and they train to at least [the POST] standard even if they do it internally."

The California Commission on Peace Officer Standards & Training (POST; www.post.ca.gov) offers a voluntary certification for public safety dispatchers. Participating law enforcement agencies agree to abide by POST. These agencies are eligible to receive the commission's services, such as job-related assessment tools, research into improved officer selection standards, management counseling, the development of new training courses, reimbursement for training and leadership training programs. There are few non-POST agencies in California.

Public safety dispatchers are required to complete a POST-certified public safety dispatcher's basic course before or within 12 months of their date of hire. To be a POST-certified course, a program must have a minimum of 120 hours of training and meet the minimum hours suggested for 14 topics, which include professional orientation and ethics, eight hours; telephone technology and procedures, 14 hours; radio technology and procedures, 12 hours; and critical incidents, 16 hours.

To stay in compliance, dispatchers must complete 24 hours of continuing professional training every two years.

POST issues the Public Safety Dispatcher Certificate, which is awarded to full-time dispatchers who satisfactorily complete the basic course and a probation period.

"It's a good thing that POST brought dispatch into the fold," says Larsen. "Ten years ago, POST introduced the 24 hours of continuing professional training. We had to scramble to get courses POST-certified. Many courses were developed more regionally, by such organizations as the San Diego Association of Public Safety Dispatcher. Now we have a lot more [training] to choose from."

Missouri

Missouri Statute Chap. 650-340, known as the 9-1-1 Training and Standards Act (www.sema.dps.mo.gov/911), has designated training for public safety telecommunicators since 1999. The initial training requirement for all law enforcement, fire and EMS telecommunicators is 16 hours. 9-1-1 telecommunicators at joint comm centers must complete 40 total hours of training. Law enforcement, fire and EMS telecommunicators can complete an approved 40-hour course and still be in compliance. All initial training must be completed within 12 months of employment.

After initial training, all telecommunicators are required to complete 24 hours of ongoing training every three years.

The state's Department of Public Safety issues the certification and determines which organizations are authorized to conduct training. A list of approved training courses, which includes APCO Institute courses, as well as courses offered by the University of Central Missouri Safety Center, Chariton Co. Enhanced 9-1-1 Service, The Public Safety Group, NAED and NECI, is available online.

EMD certification is mandated by the state's Department of Health and Senior Services in Missouri Statute Chapter 190. According to the law, telecommunicators must successfully complete an EMD program that meets or exceeds the U.S. Department of Transportation's curriculum.

Oregon

Individuals in Oregon are required to complete 80 hours of basic training through the Department of Public Safety Standards and Training (DPSST; www.oregon.gov/DPSST) to become certified as a public safety telecommunicator under state Administrative Rules, Division 8.

The DPSST course, called the Basic Telecommunicator Academy, includes ethics, law enforcement overview, stress management, responder safety, interpersonal communications, TDD, courtroom testimony and a fire/EMS service overview. EMD is also mandated. Telecommunicators must complete the 16-hour Emergency Medical Dispatch Academy, for a total of 96 hours of basic training. Additionally, each telecommunicator must complete a field training manual with their agency's communications training officer. The manual covers 235 hours of hands-on training.

Recertification is mandatory and annual. Telecommunicators must complete 12 hours of continuing education, in-service training and a review of policies and procedures. For EMD, telecommunicators must complete four hours of continuing education, in-service training and a review of policies and procedures.

Funding is not provided by the state.

Washington

The state of Washington has voluntary training standards for basic "call receivers" and dispatchers. According to Cory Ahrens, project manager for the Washington State Criminal Justice Training Commission's Telecommunicator Program, "70% of all telecommunicators in the state currently comply with the voluntary call receiver or law/fire dispatcher certifications."

The Washington State Criminal Justice Training Commission (<https://fortress.wa.gov/cjtc/www>) offers courses that meet certification requirements. Telecommunicators for 9-1-1, fire and law enforcement are encouraged to complete the 40-hour course, Telecommunicator I-Basic Call Receiver, and a biannual recertification of 24 hours of verified in-service or continuing education. Dispatchers for law enforcement and fire are encouraged to complete a 40-hour course called Telecommunicator II-Law Enforcement & Fire Dispatcher and have the same recertification requirements.

There's currently no EMD state mandate. The commission recognizes the 32-hour basic EMD course from King County EMS, called the Criteria Based Dispatcher course. The prerequisite for this course is an eight-hour online anatomy and physiology class. Recertification is required through the agency and includes 12 hours of medical continuing education per year. Individuals must complete the course and test every two years to maintain this voluntary certification.

For communications training officers (CTOs), the commission offers a 32-hour CTO course, which results in a certificate on the successful completion of the course and final exam.

9.

Memorandum of Understanding

**Between
Clatsop Community College
and
Portland Community College**

This Memorandum of Understanding is entered into by and between Clatsop Community College, hereinafter referred to as “Clatsop,” and Portland Community College, hereinafter referred to as “Portland.”

1. Purpose:

This agreement sets forth the terms for providing academic credit for Department of Public Safety Standards and Training (DPSST) Basic Telecommunicator Course.

2. Effective Date and Duration

- a. This agreement shall be in effect beginning July 1, 2011, and shall continue in full force and effect until terminated by mutual agreement or as elsewhere provided.
- b. This agreement may be terminated by mutual consent of both parties, or by both party upon 30 days notice in writing and delivered by Certified Mail or in person.

3. General Program Guidelines

- a. Student participation in this program is voluntary. Related costs are the student’s responsibility. A person who has attended a DPSST Basic Telecommunicator Course prior to the effective date of this agreement will not be eligible for the college credits established in this agreement.
- b. Clatsop and DPSST will provide an orientation to the students of each Basic Telecommunicator Academy about the college credit opportunities associated with this agreement. Clatsop will provide students with registration and transcript information. Students will be encouraged to participate in the program.
- c. Credit recognition of the DPSST 80-hour Basic Telecommunicator Course shall be based on the identification of class segments that meet the requirements of course outlines developed for this course. Substantive changes in hours or subjects could initiate a review of new curriculum standards, comparisons and potential changes to the credit hours, and may cause an adjustment to the terms of this agreement.

4. Performance by Clatsop

- a. Clatsop shall provide evidence of the evaluation of DPSST's Basic Police and Basic Corrections Course curriculums to determine each course's eligibility for the award of college credit, including vocational and academic (transfer) credits.
- b. Clatsop agrees to conduct the evaluation by reviewing the course outlines for each class offered by DPSST and comparing the course objectives and hourly requirements established for each class with the academic requirements contained in Portland's adopted curriculum.
- c. Clatsop will approve the Instructor of Record for the Basic Police and Basic Corrections Course, and provide Portland with evidence that the instructors of record meet Portland's validation criteria. Clatsop will also provide Portland with the minimum qualifications criteria used by DPSST to select other instructors and speakers, to ensure that Portland's standards are determined and met by Portland.
- d. Clatsop will register participating attendees of each Basic Telecommunicator Course and collect fees. The registrations for participants within Portland's district will be forwarded to Portland. Each will be accompanied by a \$75.00 transcribing fee.
- e. Clatsop will collect student grade data from DPSST, and forward the relevant grades to Portland for each course in accordance with section 5.e.
- f. Clatsop will register any participants who are not within Portland's district as Clatsop students.
- g. Clatsop will register any participant who does not want to receive credit for the course.

5. Performance by Portland

- a. Portland shall provide the course numbers and the number of credits that will be assigned to each Lower Division Collegiate Transfer and Occupational Supplemental course.
- b. Portland shall provide Clatsop a single contact person for this joint venture. This individual will be responsible for receiving registration and fees, and represent Portland in ensuring continued validity of the instruction.
- c. Portland agrees to use a universal registration form.
- d. Portland agrees to accept a processing fee of \$75 as the only fee a student pays.

- e. Portland accepts the following grade assignment grid and authorizes Clatsop's Apprenticeship and Contract Education Coordinator to assign a letter grade according to this grid:

90 – 100 points = A
80 – 89 points = B
70 – 79 points = C
No credit = Audit

- f. Clatsop's Apprenticeship and Contract Education Coordinator will send notification of assigned grades to Portland. A scanned copy of the student grade notification letter is accepted as proof of assigned grades.

6. General Provisions

- a. Portland and Clatsop each shall be responsible for their own costs associated with this agreement. Neither party will pay or reimburse costs to the other party, other than Clatsop transferring the transcribing/processing fee from the student to Portland.
- b. The parties agree that if any term or provision of this agreement is declared by a court of competent jurisdiction to be invalid, unenforceable, illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the agreement did not contain the particular term or provision held to be invalid.
- c. Portland and Clatsop understand that each is insured with respect to tort liability. Each agency agrees to accept that coverage as adequate insurance of the other party with respect to personal injury and property damage. This same agreement is in effect with DPSST and Clatsop.

7. Records Maintenance and Access

Each party to this agreement shall maintain all records relating to this agreement in such a manner as to clearly document program participation and performance. Duly authorized representatives of each party shall have access to all records that are directly pertinent to this specific agreement for the purpose of making audits, examinations, excerpts and transcripts. All records shall be retained and kept accessible for a minimum of three years, except as required longer by law, following termination of this agreement, whichever date is later. Disclosures of all records for the limited purposes described herein and shall not constitute a waiver of any exemption from disclosure of such records to third parties applicable under the Public Records Law, ORS 192.410 to 192.505.

8. Notification

Mailing address for Clatsop
Community College is:

Alice Kero Wood, Apprenticeship & Contract Ed. Coordinator
Clatsop Community College
1653 Jerome
Astoria, Oregon 97103

9. Acceptance

Portland Community College:

Clatsop Community College:

Signature

Signature

Printed Name

Stephen Schoonmaker

Printed Name

Title

Vice President of Instruction

Title

Date

Date

10. ETC SIMULATION LAB PROJECT:

CHALLENGES

- CURRENT LAB ROOM WAS DESIGNED FOR A FOUR WORK STATION MAXIMUM
- THERE ARE CURRENTLY 6 STATIONS, ONE OF WHICH HAS ONLY ONE MONITOR AND DOUBLES AS AN INSTRUCTOR DESK CAUSING A STUDENT/ADMIN. COMPUTER DESIGNATION NIGHTMARE
- MINIMUM WORKSPACE REQUIREMENT IS – 20 SQ FT PER STUDENT
- CURRENTLY WORKSPACE PER STUDENT IS - 10 SQ FT
- SHOULD BE A MIN. OF 300 SQ FT TO MEET CURRENT ENROLLMENT WITH ROOM FOR EXPANSION AS ENROLLMENT HAS SHOWN A STEADY INCREASE
- NOT ABLE TO MEET ADA STANDARDS DUE TO CONFIGURATION OF ROOM INGRESS AND EGRESS
- AIR QUALITY IS OF CONCERN – MINIMAL CIRCULATION, EXCESSIVE HEAT
- INADEQUATE ELECTRICAL SUPPLY /OUTLETS TO MEET DEMANDS
- HAZARDOUS ELECTRICAL OVERLOAD AND IMPROPERLY PLACED ANTENNAS
- PERMANENT USE OF EXTENSION CORDS AND MULTI OUTLET TRACKS VIOLATE SAFETY STANDARDS
- CAN NOT UPGRADE CURRENT LOCATION (WITHOUT EXPANSION) TO MEET NEEDS
- COLLEGEWIDE UPGRADE TO VOIP REQUIRES LAB EQUIPMENT UPGRADES AND CHANGES
- NOT MEETING COURSE CURRICULUM OUTLINES RECORDING REQUIREMENT
- RADIO AND PHONE SIMULATION CAPABILITIES DO NOT MEET INDUSTRY STANDARDS
- LIMITED TO 12 STUDENT PER 5 HOUR LAB DUE TO ROOM SIZE

SOLUTIONS

- MINIMUM ONE POSITION INSTALLATION OF EQUIPMENT TO MEET THE CURRENT INDUSTRY STANDARDS AND COURSE CURRICULUM REQUIREMENTS
- ANTENNAS APPROPRIATELY INSTALLED TO MEET SAFETY REQUIREMENTS
- ENSURE EQUIPMENT IS COMPUTER BASED AND THEREFORE UPGRADEABLE AND EXPANDABLE TO GROW WITH THE PROGRAM WITH LIMITED COST AS COMPARED TO HARD WIRED EQUIPMENT
- EQUIPMENT ALLOWS IMPROVED COLLABORATION WITH OTHER PROGRAMS IN SIMULATION EXERCISES, STUDENTS CAN RESPOND TO FIRE TRAINING SITES AND BROADCAST REMOTELY, CO-OP OPPORTUNITIES
- RECONFIGURE RM 103 TO INCLUDE 8 COMPUTER STATIONS INCREASING CLASS SIZE TO 16 STILL ALLOWING MULTI-PROGRAM USE AS OUTLINED IN SCHEDULING GUIDELINES.
- BETTER USE OF CLASSROOM SIZE – OPENS UP RM 107 FOR PSEB PROGRAM USE AN ADDITIONAL 10-15 HOURS PER WEEK. ALLOWS AN INCREASE IN STUDENT MAXIMUMS FOR CJ, EM AND ETC.
- CREATES A SPECIALIZED COMPUTER LAB FOR PSEB PROGRAMS UTILIZING EXSISTING EQUIPMENT THAT WAS PREVIOUSLY NOT ACCESSIBLE.
- COMPLIES WITH WORKSPACE, ADA, ELECTRICAL, HEALTH AND SAFETY STANDARDS WITH MINIMAL IMPACT