

# The Bioscience Pathway

PCC staff are providing the experience necessary for students to find exciting careers

see page 2

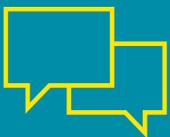


**PCC Community Ed**  
Classes start remotely  
September – December  
Find them inside:  
Pages  
7 – 61



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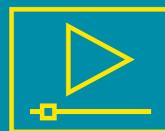
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# Moving Toward a Compassionate, Inclusive Ecosystem

At Portland Community College, we understand that what happens in our communities affects our work, our learning and our capacity to serve. We are proud that so many are showing up with courage and grace every day to support our commitment to serve and to lead.

This moment in history is our opportunity to bring attention to the factors that illuminate the dangerous and deadly public health issue of racism. Our current climate is highlighting how racism hurts the health and prospects of people of color – from shortening lives through the disproportionate impacts seen from COVID-19, to the repeated excessive violence against members of the black community due to perceptions of danger and disability.

The pandemic exposed more starkly perilous divides in our nation’s persistent social vulnerabilities across lines of race, income and health status. In addition to our response to current events, PCC reconvened its Preferred Future Task Force in December 2019, which asks the overarching question: What is the future we could envision, together, if we remain laser-focused on equity, belonging and a just society? The task force has been charged with paying close attention to the sociopolitical issues, discourses and activities that could impinge upon the well-being, safety and belonging of our communities.

It feels as if we are on a cusp of a fundamental societal shift; I hope with all my heart that we are moving to a better, more compassionate and inclusive ecosystem. As part of our cherished community, we ask you to commit to personal reflection and social action required to create a better world. The very core of our collective existence depends on the public and social health of all of us.

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## Table of Contents

- 2 The Bioscience Pathway
- 4 Evolving History
- 6 Building for the Future
- 63 The Grand Experiment
- 64 The Masked Instructor
- 66 History Corner & Spotlights
- 68 Heeding the Call

## Schedule (pages 7 – 61)

- 8 Register and Pay
- 9 Remote and Online Class Information

### Arts

- 10 Dance
- 11 Music and Theater
- 13 Photography
- 14 Visual Arts
- 17 Writing

### Home and Garden

- 20 Do It Yourself (DIY)
- 21 Emergency Preparedness
- 21 Food and Drink
- 23 Garden, Nature and Yards
- 24 Hobbies and Crafts
- 25 Home Improvement
- 25 Pets
- 25 Style and Beauty

### Language and Culture

- 26 Cultural Exploration
- 27 Languages

### Recreation and Wellness

- 33 Adult 55+ Fitness
- 34 Health
- 36 Mind-Body Wellness
- 39 Sports
- 40 Workout

### Teen (page 42)

### Work and Life Balance

- 44 Careers
- 45 Career Skills
- 47 Computer Skills and Technology
- 50 Continuing Education and License Renewal
- 51 Professional Development
- 52 Personal Development
- 54 Personal Finance
- 55 Test Preparation

### Student Information

- 56 Policies and Student Information
- 59 Behind the Schedule
- 60 Class Subject Index

# The Bioscience Pathway

PCC staff are providing the experience necessary for students to find exciting careers



Alex Sathler and David Chavez-Gonzalez had everything they wanted when they enrolled in Portland Community College’s Bioscience Technology Program. They were saving money with an affordable program, learning a field they were passionate about, and developing the skills needed for rewarding careers.

But they had one problem – a lack of work experience in the bioscience field.

“I found myself in a conundrum: I knew that in order for me to be successful getting jobs in research, I needed experience,” lamented Sathler.

A few years ago, Chavez-Gonzalez completed his bachelor’s degree in Micro/Molecular Biology at Portland State University. He began looking for a job, but found that his lack of experience was a tall hurdle.

“It was my biggest concern,” remembered Chavez-Gonzalez. “With no experience in the science field, my chances of getting a science-related job were slim to none.”

But PCC’s Bioscience Tech Program had their proverbial backs.

The program offers students the chance to gain up to 1,000 hours of hands-on laboratory experience in preparation to work in pharmaceuticals, diagnostics, medical devices, academic research, and other bioscience fields. PCC instructors partner with a wide variety of local bioscience companies to provide guidance on the program’s curriculum and employment opportunities for students.

“I figured that I would receive the training and experience I needed to score some part-time jobs and internships in the biosciences,” Sathler added. “This way, I would be able to boost my resume while saving money at PCC.”

The companies that work with PCC are in need of skilled technicians in biomanufacturing, as well as quality control and research. Hence, PCC collaborates with them to provide cooperative education opportunities like internships for students to gain work experience while earning degree credits.

“Opportunities in bioscience in Oregon have been growing for many years,” said Josh Cary, who serves as PCC’s Bioscience Tech Program faculty chair. “The demand for skilled technicians is increasing.”



David Chavez-Gonzalez



Alex Sathler



Bioscience staff Jenny Kirchler (left) and Carla Moentenich with Josh Cary, faculty chair.

## Biosciences at PCC

The Biosciences Technology Program prepares students to enter a growing industry, which includes pharmaceuticals, diagnostics, medical devices, agriculture, energy, academic research and more.

Visit: [pcc.edu/programs/bioscience](https://pcc.edu/programs/bioscience)

“Opportunities in bioscience in Oregon have been growing for many years. The demand for skilled technicians is increasing.”

— Josh Cary, Bioscience Tech Program Faculty Chair

Despite the arrival of COVID-19 to Oregon, the Bioscience Tech Program hasn't slowed down. While in-person labs were canceled this past spring term, the program has transitioned into a remote instruction format in order to assist students in job readiness and networking, and provide elective training options like microbiology, technical writing, and statistics.

Designated as an exempt and critical program by Gov. Kate Brown, Bioscience Technology offers students technical training in person with appropriate social distancing and safety measures.

This is critical because bioscience companies are on the front lines fighting COVID-19 and need trained graduates to continue their work on COVID-related

research and products. Cary said PCC's Bioscience Tech Program offers students a way to become actively involved in addressing the global pandemic.

The program has given Sathler and Chavez-Gonzalez the experience they needed. Sathler earned his associate degree in Bioscience Technology last year and is working on his bachelor's degree in Biochemistry/Biophysics at Oregon State University. He obtained a prestigious molecular biophysics internship at Princeton University this summer, but it was cancelled due to the pandemic.

Despite the challenges caused by the coronavirus, Sathler soldiers on and is looking at a local internship this summer. He still plans to join Princeton next year.

“The faculty in the program do their best to enable you to land a job in the bioscience industry,” Sathler said. “Without the lab skills, professionalism, and connections that I developed, I would not be where I am now.”

Chavez-Gonzalez also earned his associate degree and is now gaining that experience he once lacked. He is working as a Quality Control Laboratory Technician with Sedia Biosciences in Northeast Portland where he ensures the products they make function as intended.

“My work at Sedia is proving to be all that I hoped it would be,” he said. “Many of the skills that PCC gave me are now helping me succeed at work. I knew this program would help me get prepared for an excellent job.” ♦



# Evolving History

Andrea Lowgren uses the past to show how places evolve

**A**ndrea Lowgren is a Portland Community College instructor who hasn't slowed down due to the college's transition to online and remote class instruction. She teaches history and is a self-described "feminist social justice historian."

Her passion has been creating "The Reasons We Are Here: Oral Histories of Immigration at Portland Community College," a collection of more than 20 oral histories from PCC students, faculty and staff who have immigrated here from around the globe. The collection will be on permanent display at the Cascade Campus once PCC returns to in-person business.

Meanwhile, her History 251 course, "African-American History Since 1877," examines the broad range of experiences of African Americans from reconstruction to the present. She developed the "Walk Albina's Black History" as one of the most prominent aspects of the course, providing an opportunity for students and the public to walk along the history of the Albina neighborhood.

## Why do you find history interesting?

**Andrea Lowgren:** I find history compelling because it helps us understand the present. I've always been attracted to explanations. I want to know why things are the way they are, and history offered the explanations that made sense to me.

## How have you maintained a history with inner North and Northeast Portland?

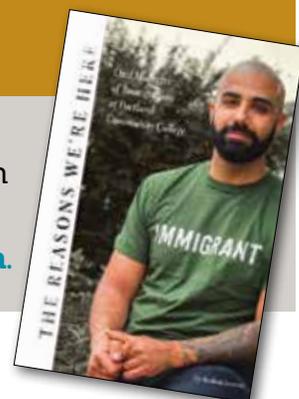
**Lowgren:** I find place-based history particularly engaging. One of my first profound experiences of history was taking a history class in Sevilla, Spain. On the first day of class we met in a cobblestone square in front of a church and the professor told us that we were standing on the site of the Spanish Inquisition. That really made an impact on me, and ever since then I have tried my best to know the history of the places that I visit and live.



Andrea Lowgren, History & Humanities Instructor

## PCC's Immigration Histories

Discover Lowgren's book "The Reasons We're Here: Oral Histories of Immigration at Portland Community College" at [openoregon.pressbooks.pub/pccimmigration](https://openoregon.pressbooks.pub/pccimmigration).





In 2018, Lowgren's class learned about African American history in Portland on her "Albina Walk."

With respect to the history of North/Northeast Portland, it is especially critical during aggressive gentrification that students know about the community of people that currently live and formerly lived in this neighborhood. They need to know that these changes aren't natural or random; we study the racist practices like redlining that created the Albina African American community and the federal urban renewal programs that undermined it. Ultimately the class creates a walking tour of the neighborhood to share this knowledge and analysis with others.

### What is your particular area of expertise, and what attracted you to it?

**Lowgren:** My area of expertise is 20th century history of the United States, with an emphasis on gender, sexuality and race. To be honest, I focused on U.S. history in college because the professor I liked best taught U.S. history, and I took every class he taught. As I matured in graduate school, I became most interested in the power dynamics that shape our interactions and that create inequality.

### Is there a period of history that you feel best parallels the current pandemic situation?

**Lowgren:** That is a hard question to answer because I think that there are a lot of diverse experiences in different parts of our own society and all over the world. The shelter-in-place and social distancing orders that challenge middle-class Americans are in many ways a privilege, and aren't possible for houseless people in Portland or folks in India where large families, small spaces, and lack of access to sanitation are common.

### Why is it necessary for people to learn history?

**Lowgren:** The understanding of how history impacts the present is a thread in all of my teaching because I think it is what makes history a useful skill to the general public, not a specialty of academics. For example, while teaching U.S. history this term I am using first-hand accounts of immigration in which we study how the people's lives have been shaped by U.S. foreign-policy decisions in the past. ♦



## Walk Albina's Black History

Experience Andrea Lowgren's "African-American History Since 1877" class' walking tour of six historic locations in the Albina neighborhood of Portland, Oregon.

Learn more:  
[pcc-webtech.com/albina](http://pcc-webtech.com/albina)

# Building for the Future

## Progress continues on PCC's Planning & Capital Construction team

The phrase “Business as usual” might as well be extinct given the COVID-19 pandemic. That said, some industries, like building and construction, have continued to hum along, making progress while adapting to new requirements related to social distancing and personal protection equipment.

And that makes Linda Degman, director of Portland Community College's Planning & Capital Construction, relieved.

“Locally and nationally, we've entered the phase of ‘business as unusual,’ because of the coronavirus and its impact on industries of all kinds around the world,” said Degman.

“The pandemic has forced some organizations into remote operations, like PCC, while others have had to close. Luckily for my office, we've been able to coordinate with our design and build teams and continue PCC's construction projects underway without too much disruption.

“There have been adaptations, for sure, but overall, we've been able to stay on track and meet deadlines,” she said.

Thanks to voter-approved bond measures, pivotal PCC construction projects underway include:

### OMIC Training Center

Part of the Oregon Manufacturing Innovation Center project in Columbia County, PCC is building a 32,000 square-foot facility in Scappoose, geared to advanced manufacturing training but that will also offer general and community education courses. Slated to open winter 2021.

### Fourth and Montgomery

PCC is partnering with the City of Portland, Oregon Health & Science University, and Portland State University to build a seven-story, 175,000 square-foot building in downtown Portland at Southwest Fourth Avenue and Montgomery Street. PCC's dental programs and clinic will move to the third floor of this building by the end of 2020.

### Portland Metropolitan Workforce Training Center

PCC is replacing its current structure with a new 50,000 square-foot, multi-storied facility offering classrooms, offices and meeting rooms for PCC staff and community partners, like the Oregon Department of Human Services. The center works with those receiving public assistance, developing their skills for employment so that they're competitive. Affordable housing will be included on the property, in partnership with Home



Cement tower structures being installed at PCC's future OMIC Training Center in Scappoose.

Forward. Expected to open spring/summer 2023.

### Health Technology (HT) Building, Sylvania Campus

The renovation of Sylvania's HT building, built in the 1960s and home to health professions and science and engineering classrooms, is one of the largest renovation projects at 100,000 square-feet. Construction includes updated nursing education simulation labs; faculty and student workspace for radiographic technology, anatomy, physiology, and other health-related career fields. Slated for completion in summer 2023.

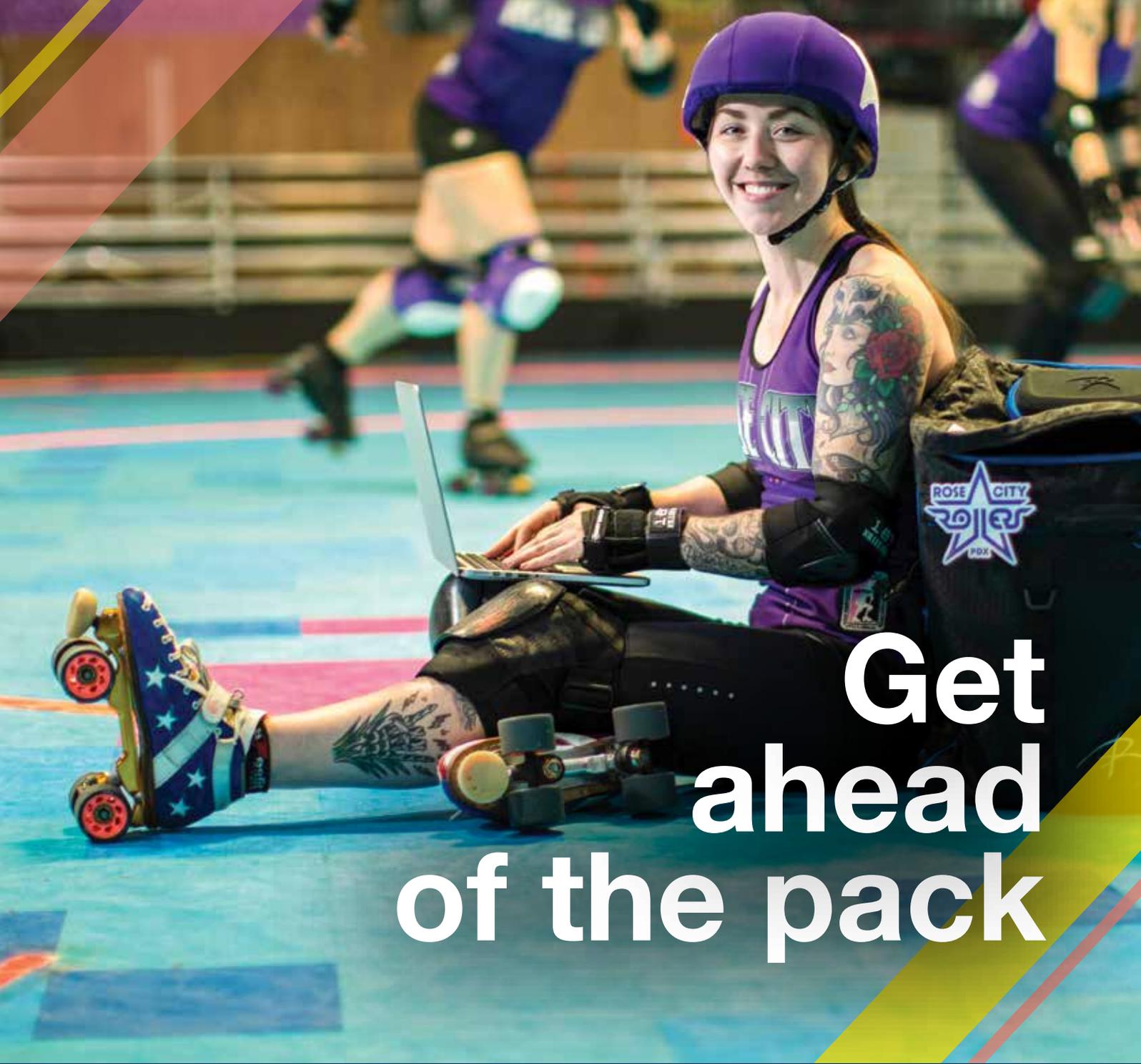
### Rock Creek Campus

The campus is getting parking lot and roadway entrance improvements, along with a new welding shop and a new building to support PCC's Dealer Service Technology Program with industry partner, Caterpillar, for its on-the-job training of skilled technicians. The building will include classrooms; open industrial lab space; faculty space; and a large vehicle circulation yard. The target completion date is spring 2021. ♦

## PCC's Bond Projects

Want to know more about PCC's latest construction and redevelopment projects?

[Learn more: pcc.edu/bond/current-projects](https://pcc.edu/bond/current-projects)



# Get ahead of the pack



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Community  
College

START HERE

[pcc.edu/learn-online](https://pcc.edu/learn-online)

# The Grand Experiment

Biology faculty take research activities online for students



Maria Coatney is sprouting plants in her project.

## Earn Transfer Biology Credits

PCC offers the foundational biology classes needed to begin a degree in biology and that are transferable to any four-year school. Plus, PCC's courses are 50% less expensive than four-year institutions and are taught by experienced and qualified faculty.

**Learn more:**  
[pcc.edu/programs/biology](https://pcc.edu/programs/biology)

In the world of a collegiate biology class, the laboratory portion is where students and their instructor come together and get hands-on with experiments. In a COVID-19 world, though, that can no longer happen.

As a result, a new type of experiment is happening at PCC. In biology classes across the college, research is moving from the lab to students' homes as the college has transitioned classes to online or remote instruction. Is this a negative? One instructor doesn't think so.

"We normally conduct our research in a controlled laboratory setting," said Josephine Pino, who teaches biology courses at PCC. "I realized this was a chance to make the plant research more relevant, and that it could actually push students to think more creatively about plant environments and responses that exist in our homes and communities."

Pino is having students use food scraps, plants outside their homes, or vegetation from a nearby park to conduct their projects in today's remote learning environment. Using the virtual breakout room feature of their online meeting platform, she guides them through physical activities usually reserved for face-to-face lab time or the research forest at the Rock Creek Campus.

"We are finding that the possibilities are almost endless," Pino said. "Students are realizing vegetable scraps like carrot tops and onion roots can be experimental study subjects, and there are plants all around outdoors, from the moss on the sidewalks to the trees in our parks."

Besides the experiments in the virtual world, Pino said the new way of teaching her biology classes and labs has forged camaraderie between her pupils.

"I loved the first moments when we logged into the virtual lab meeting, and I saw so many smiling, hopeful faces and heard their voices," she said. "We realized we were genuinely happy to be together again, even if it was strange. It might not have been 'fun' in the usual sense, but it was a poignant moment for me."

The experiment for Pino is taking her biology laboratory components that have never been taught online or remotely at PCC to the virtual world. She and fellow faculty across PCC have had to tirelessly develop lab-learning activities for each course and share resources to get the classes ready.

"It has been somewhat daunting, but the collaboration and team mentalities of faculty have been crucial," Pino said. "It has felt empowering and fun." ♦

# The Masked Instructor

Kaician Jade Kitko finds peace through ornamental mask construction



Kaician Jade Kitko

Who is that masked instructor? To Portland Community College’s Community Education Program, it’s Kaician Jade Kitko, and college staff are thrilled to have him.

“Kaician is both a talented artist and a dynamic educator,” said Miriam Budner, Community Ed Arts program coordinator. “He is a seasoned maker of beautiful masks, steeped in several traditions of the craft, and he is an internationally-touring performer who understands the pragmatics of how masks get used. He has worked with people of all ages and skill levels, helping them to imagine and create a mask of their own.”

His remote non-credit class, “Mask-Making with Kaician Jade Kitko,” (see page 14 for class details) shows students how to create their own mask for any occasion. He is a multidisciplinary artist who performs, makes masks and tours internationally as a cast member for Imago Theatre.

In 2011, he was drawn to mask-making after his first foray into masked theater.

“There’s something very freeing and immersive about performing in a mask, and I felt I wanted to explore that on my own,” Kitko explained. “But, for that to happen, I would need some masks to work with. So, I taught myself how to build some of my own. As time

went by, though, I went from building masks for specific performance ideas, to building masks just for the sake of it, just to see what can be done.”

In 2009, Kitko moved to Portland from Kauai, Hawaii, on a whim and had no plans for a career in theater. He had performed in musicals in high school and loved the experience but didn’t have the confidence or drive to pursue theater professionally. Then, during his first winter in Oregon, Kitko saw Imago’s “Big Little Things,” and a career was born.

“I had never seen anything like it,” Kitko recalled. “When I saw an audition notice a few months later, I decided I had to go. At the time, they weren’t actually casting for their mask shows, but for something else entirely. That show was called ‘Stage Left Lost’ and was one of Imago’s ‘Operas Beyond Words.’ After performing in that show, the directors recruited me for the in-school version of their mask performances for Young Audiences. This was my first taste of masked theater, and I was instantly smitten.”

In 2014, Imago invited Kitko to a callback for their touring company, and he’s been a touring company member ever since. With “ZooZoo” and “FROGZ,” he’s toured extensively around the United States, as well as performed at theater festivals in Egypt and France.

“While touring, we also teach workshops and master classes for children and college students wherever we go,” he said.



The various masked identities of performer, mask creator and instructor Kaician Jade Kitko.

“There’s also something I find deeply satisfying about an art form where you can create a character, human or not, and then crawl inside and become that character.”

— Kaician Jade Kitko, PCC Community Education Instructor

Kitko said students can use his PCC class, and the skills he teaches, to build masks for a variety of purposes. Even though he focuses on performance theater masks, he’ll walk students through the different purposes they can have and help them make the kind of mask that suits their needs, whether it’s for Halloween, performances or just for fun.

Through the virtual world, students will get an up-close look at the mask creation process, including conversations about the roles masks have played in history. Students will need to buy a few inexpensive materials to create their masks, but Kitko said they are easy to find.

And it will be worth it, he said.

“To see the different nuances of expression that can be given to an inanimate face is wonderful,” Kitko added. “There’s also something I find deeply satisfying about an art form where you can create a character, human or not, and then crawl inside and become that character.” ♦

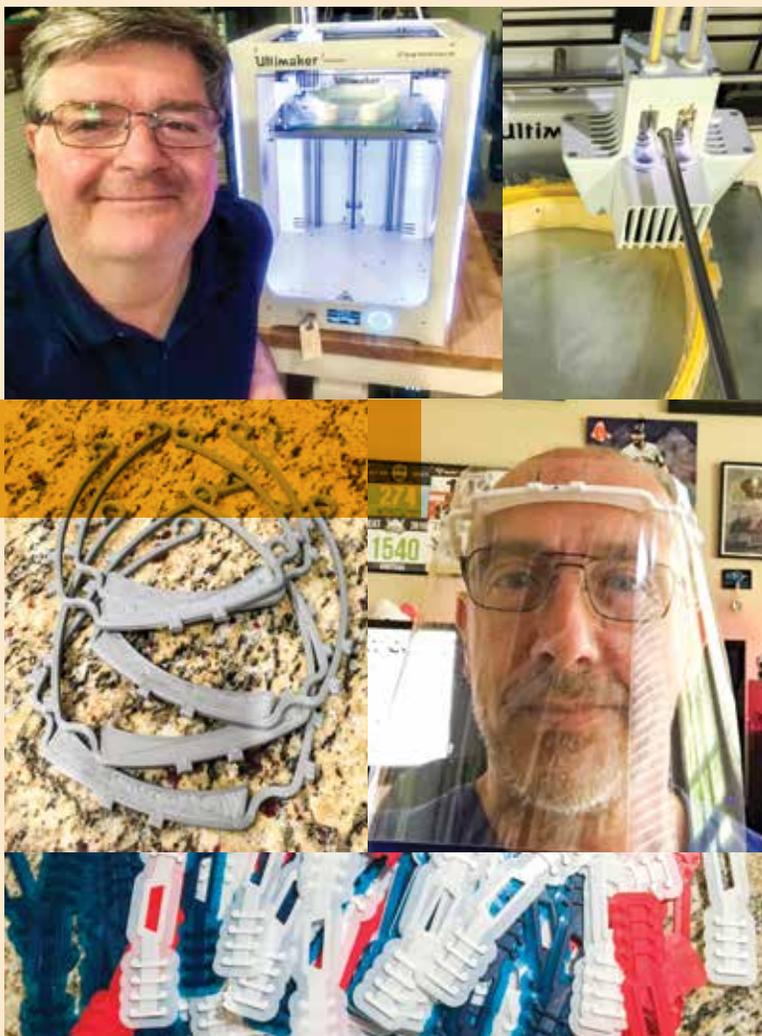
## Explore Community Ed

The program offers hundreds of non-credit and Continuing Education classes each term and enrolls more than 25,000 non-credit students each year.

Find classes on pages 7 – 61, or visit: [pcc.edu/communityed](https://pcc.edu/communityed)

# Newberg's Big Decade

After years of negotiations and planning with community leaders, PCC broke ground on its Newberg Center on Oct. 13, 2010. A crowd of college dignitaries and government officials gathered to lift shovels of dirt to mark the start of construction. Pictured are former PCC board members David Squire (left) and the late Harold Williams (right), with former President Preston Pulliams in the middle. The Newberg Center opened in 2011 and, during the past decade, has been home to a variety of lower division college courses needed for Yamhill County students to complete the Oregon Transfer Module. ♦



## Protecting the Caregivers

When the COVID-19 pandemic hit Oregon in March, the Oregon Health Authority and Gov. Kate Brown asked organizations to donate personal protection equipment (PPE) supplies to help the state.

PCC answered the call. The college collected PPE from a variety of its health care career-technical education programs – Veterinary Technology, Dental, Emergency Medical Services, Nursing and more – to give to local doctors and nurses, who are on the front lines of the COVID-19 health care battle. In total, PCC collected 11,427 items for donation, including 10,000 pairs of gloves, 450 exam tissues and 245 caps.

The Microelectronics Technology Program coordinated a 3D printing production facility in a volunteer's garage to make and provide 200 face shields and straps to Virginia Garcia Memorial Health Center. In addition, the CLIMB Center contributed 104 boxes of gloves, five boxes of masks, 13 containers of hand sanitizer, and 14 boxes of alcohol pads to the Providence St. Vincent Medical Foundation. ♦

# A Million for Student Relief

In the spring, the PCC Foundation launched the #PCCTogether campaign to fundraise for students impacted by the pandemic. As a result, the effort raised \$1 million for hunger, technology and emergency grants for vulnerable students.

In the first three weeks of the campaign, donors contributed nearly \$250,000 and the PCC Foundation Board awarded an unprecedented \$750,000 from its reserve fund. Distribution of these donations began immediately, and thus far, more than 2,800 students have received emergency aid. The #PCCTogether campaign received lead gifts from Bank of America, the Oregon Community Foundation, Intel and private donations – 40% of which came from PCC faculty, staff and retirees.

The PCC Foundation sends a big “thank you” to everyone who has contributed to this urgent need. The #PCCTogether campaign continues to seek donations to support students as the community recovers. [Visit pcc.edu/foundation](https://pcc.edu/foundation) to help. ♦

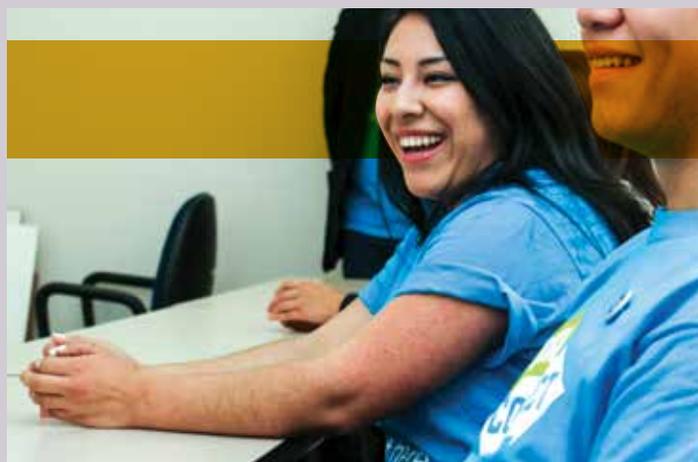


# Grants Build Equity

PCC has secured millions in grant funding to help underserved students in the community

The U.S. Department of Education awarded PCC’s High School Equivalency Program (HEP) a five-year, \$2.4 million grant to ensure migrant and seasonal farmworkers in the region attain their GED and transition to higher education. Through the grant, HEP will serve 58 students annually and provide a comprehensive array of services and activities, like academic and career advising, free high school equivalency instruction and tutoring, free GED® exams, access to a lending library, supplies and more.

In addition, Oregon’s Higher Education Coordinating Commission bestowed the PCC Foundation with a one-year, \$413,910 grant to support first-generation, low-income college students through its Future Connect Scholarship Program. The program helps students who identify as first generation or



low income to eliminate barriers to college and provides them with ongoing support throughout their time at PCC.

“During the past six years, PCC has earned nearly \$40 million in grant funding to support equitable student success and opportunity in alignment with the college’s mission and priorities,” said Vanessa Wood, director of Grant Development at PCC. “More than \$6.5 million of that was earned since the start of 2019.” ♦

# Heeding the Call

Nursing Program leans on innovative software to continue its training during pandemic

Due to the COVID-19 pandemic, Portland Community College's Nursing Program has moved entirely on-line using innovative software that allows its students to care for actor patients in real time. The pivot has allowed its students to continue training, graduate on time, and find jobs in the critical health-care industry.

Rather than attending clinical experiences to practice direct patient care, students engage in real-life simulation scenarios provided by the Assessment Technologies Institute. These scenarios, which are approved by the Oregon State Board of Nursing, were used in the National Council of State Boards of Nursing study, which concluded that simulation can be effectively substituted for up to 50% of traditional clinical experience.

"This will be different learning, but it will be no less valuable," said PCC Nursing Program Director Heather Reynolds. "Not all students get the opportunity to

work with a patient experiencing chest pain, for example, so combining virtual scenarios with traditional clinical experiences may give students a breadth of experience they may not have otherwise gotten. The scenarios are really lifelike and allow them to make independent decisions in a safe environment."

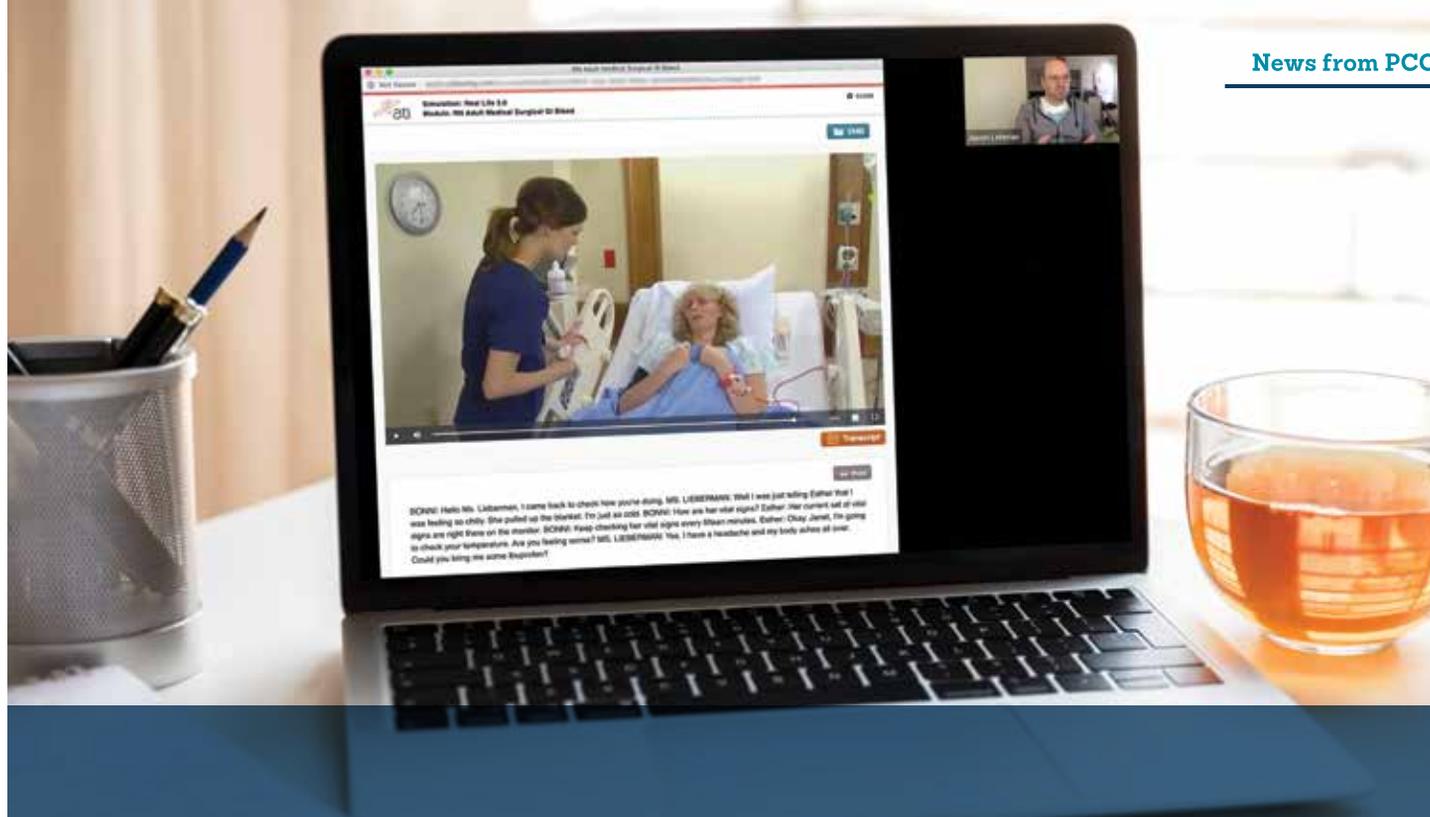
In the virtual scenarios with medical actors, nursing students get to make independent decisions in key patient care scenarios, like a "Choose Your Own Adventure" book. They get immediate feedback on their choices and are able to see what would have happened if they made different choices.

This training was in addition to the remote classes and interactions that nursing faculty developed so that students could complete spring term and graduate on time. Class content consists of online recorded sessions, discussion boards and live virtual meetings.

PCC's Nursing Program teaches students the knowledge and skills required for an entry-level nursing job and to qualify to take the National Council Licensure Examination for Registered Nurses (NCLEX), which is a requirement for practice. As a result, nursing graduates have more than a 95% pass rate on the NCLEX and 95% are either employed or move on to pursue a bachelor's degree in nursing after graduation.



PCC nursing students have a 95% pass rate on the national licensure exam for registered nurses.



A glimpse of PCC's real-life scenario training with actors to test decision-making of its students.

In the virtual scenarios with medical actors, nursing students get to make independent decisions in key patient care scenarios. They get immediate feedback on their choices and are able to see what would have happened if they made different choices.

Even before COVID-19, there was a high demand for nurses in Oregon. With the pandemic, the need has skyrocketed.

“Graduating is really important to our students, who have been working toward this goal for many years,” Reynolds said. “In addition to the benefit to our communities, it is also a path to financial security for our students. With so many facing hardships right now, it is critical for our students to be able to finish.”

For many students, earning their nursing degree has been a long-term goal, the

realization of a lifelong dream, and the way to a better life. With a family to support, student Lynn King is graduating soon and eager to join the workforce. He is thankful that PCC is supporting him to help make that happen.

“As an ‘older’ nontraditional student surviving on a tight budget with a spouse and three young children, we didn’t have some of the resources I needed to learn remotely,” King said. “Our director, Heather Reynolds, personally coordinated a solution to help my family keep going until graduation. I am truly grateful.” ♦

## PCC Nursing

The PCC Nursing Program teaches the skills required for an entry-level job, and graduates qualify to take the National Council Licensure Examination for Registered Nurses to become a licensed registered nurse.

Learn more:  
[pcc.edu/nursing](https://pcc.edu/nursing)

PCC mails this schedule of classes to households four times each year to let you know about upcoming Community Ed classes and share what's happening at PCC. It is printed and mailed for about 30¢ per copy and can be recycled. Because it is addressed "Residential Customer," we are not able to remove individuals from our distribution route. We hope you find it informative and enjoy the stories inside.



## MY PROJECT:

“Create memorable experiences and lasting impressions through artistic expression.”

- Celese Williams, instructor for Face Painting 101 and Halloween Makeup Artist (page 43)



# project: YOU

## MAKE **YOU** THE PROJECT!

If you can dream it, PCC Community Ed's hundreds of remote and online classes can help you achieve it. **Visit [pcc.edu/communityed](https://pcc.edu/communityed) to get started on your own Project: YOU this fall.**