



PENINSULA  
COLLEGE

# College Catalog

2021-2022

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## Academic Info

### About Peninsula College

#### Equal Opportunity Information

Peninsula College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran of war.

Coordination of compliance is the responsibility of the following:

Krista Francis, Director of Human Resources  
1502 E. Lauridsen Boulevard  
Port Angeles, WA 98362  
(360) 452-9277

Peninsula College tiene un compromiso con el concepto y la práctica de la igualdad de oportunidades en educación y empleo y no discrimina por motivos de raza, color, nacionalidad, edad, presencia de alguna discapacidad, sexo, orientación sexual, estado civil, credo, religión, o condición de veterano de guerra.

La coordinación de cumplimiento ha sido designada a la persona que se menciona a continuación:

Krista Francis, Director de Recursos Humanos  
1502 E. Lauridsen Boulevard  
Port Angeles, WA 98362  
(360) 452-9277

To receive the following information in an alternative format, contact Services for Students with Disabilities (SSD) Office at: [ssd@pencol.edu](mailto:ssd@pencol.edu), or (360) 417-6323; toll free in Washington at 1 (877) 452-9277, Ext. 6323; or TDD (360) 417-6339.

#### Our Mission

Peninsula College educates diverse populations of learners through community-engaged programs and services that advance student equity and success.

*Statement of Mission  
Peninsula College Board of Trustees June 14, 2011*

## Core Themes

- **Advancing Student Success**
- **Achieving Academic Excellence**
- **Fostering Equity and Inclusion**
- **Strengthening Communities**

## Guiding Principles

**The college community is guided by the following principles:**

- The teaching/learning process is at the center of the mission of Peninsula College.
- Members of the campus community will treat each other with mutual respect and dignity.
- Members of the campus community will be open and honest in their communications.
- Members of the campus community will promote a positive work environment and avoid adversarial relationships.
- Each member of the campus community will act ethically and with integrity.
- The campus will engage in collaborative decision-making processes.

## Peninsula College Board of Trustees

**Eric Rohrer**, *Chair*

**Julie McCulloch**, *Vice Chair*

**Mike Glenn**, *Member*

**Dwayne Johnson**, *Member*

**Mike Maxwell**, *Member*

[pencol.edu/aboutpc/board](http://pencol.edu/aboutpc/board)

## Peninsula College

At Peninsula College, our unique environment encourages you to explore new possibilities. The college is innovative and student-centered with excellent faculty and small classes. Our learning facilities feature striking architecture and classrooms with advanced instructional technology and equipment. We offer international learning experiences and are actively involved in our local community. What's more, we provide many extra-curricular opportunities: championship athletic teams, student clubs and activities, and an array of cultural and fine arts events throughout the year.

## Guided Pathways

Students who have a clear college plan are more likely to achieve their academic goals and will save themselves time and money in the process. With this in mind, Peninsula College is adopting a Guided Pathways approach to help our students complete programs faster.

By grouping courses together in a clear path, students are able to make the most efficient use of their time, whether they are working toward a career immediately after graduation, or transferring to a university to continue their education. Advisors work closely with students to identify their path, keep them on it, and help them graduate sooner.

With a particular focus on low-income, first-generation students and students of color, our state-wide Guided Pathways efforts aim to help more of our students earn credentials to prepare them to enter careers in higher-paying, high-demand fields.

Under Guided Pathways students choose a program from within seven Areas of Study: Arts & Communications, Business & Management, Healthcare, Information Technology, Math & Science, Skilled Trades, and Social Sciences & Education.

## The World Is Your Classroom

At Peninsula College, learning is not confined to enclosed classrooms or the lecture hall. Instead, the entire campus and the Olympic Peninsula become teaching laboratories as students and faculty move outdoors to take full advantage of all that our unique area has to offer.

Anyone familiar with the college would not be surprised to find a class meeting in the middle of the college plaza on a bright sunny day, or to see our incredible PC Jazz Ensemble performing in front of the Pirate Union Building (PUB). Nor is it unusual to find small groups of students and their teachers embarking on field trips to the nearby ocean, Olympic National Park, or the rain forest to discover and study native marine life, fauna, and flora in their natural habitats.

Indeed, to not do so would be to miss much of what education is all about. That's why, at Peninsula College, we have developed a special educational habitat for students that allows you time—and room—to discover who you are and what you want to do.

## Our Setting

The Olympic Peninsula provides an extraordinary setting for Peninsula College. Our close proximity to mountains, forests, and the ocean provides you with

opportunities to participate in outdoor learning and recreational experiences that are unequalled at other college locations in Washington's community and technical college system.

The services and activities of Port Angeles, the largest city on the North Olympic Peninsula, are easily accessible, and students and community members alike enjoy the opportunity to work together on projects and special festivals that involve both groups.

Major cities, such as Seattle and Victoria, British Columbia, are only a few hours away, while major Native American museums and a United Nations World Heritage Site—Olympic National Park—are practically at our doorstep.

## Port Angeles Campus

Peninsula College's main campus is located in the city of Port Angeles on 75 acres in the foothills of the Olympic Mountains. Our campus has expanded in the last 15 years and includes new, beautiful buildings and facilities, including our Arts and Humanities building Maier Hall, our Science and Technology building Keegan Hall, our Longhouse/House of Learning, our Allied Health and Early Childhood Education building, and our Library Media Center.

## PC Forks

Our West End location is in Forks, Washington, 57 miles west of Port Angeles. The site offers academic transfer, Basic Education, English as a Second Language (ESL) and General Educational Development (GED®) classes, as well as professional development seminars intended for local businesses and professionals. Distance-learning courses coordinated through the Port Angeles campus provide additional enhanced learning opportunities for residents. In the summer of 2014, the site moved into a newly remodeled 12,452 square-foot facility that houses five class-rooms, a learning center with study space, a student gathering space, reception, and advising and faculty office spaces. The site also includes a multi-use space. At Peninsula College, we have an educational habitat that allows you time and room to discover who you are and what you want to do.

## PC Port Townsend

In Fall 2016, Peninsula College moved to its newly renovated home—Building 202—on the campus of historic Fort Worden in Port Townsend. Building 202 offers state of the art classrooms and easy access to the beautiful grounds and diverse cultural and learning opportunities available at the fort. At Fort Worden, East Jefferson County residents can complete their Associate of Arts Degree, Associate of Applied Science

Degree, or a number of technical certificates without leaving home. Basic Education, English as a Second Language, GED® classes, and professional development and business training round out the local offerings. A full range of student services is available.

## Our History

Peninsula College celebrated its 50th Anniversary during the 2011-2012 academic year. The college was founded in 1961 because a group of local citizens wanted to be able to continue their educations without having to travel great distances to college centers in Bremerton or across Puget Sound. The first classes were held in a small building on the Port Angeles High School campus, but the number of students who enrolled in the college quickly became more than the available facilities could accommodate, and plans were soon underway to build a permanent campus elsewhere in the city.

Construction of the new campus began in 1964, and a year later the first classes were held on the present site of Peninsula College with additional classes being offered all across our district. Today, the main campus spreads out over 75 acres of land in the foothills of the Olympic Mountains, overlooking the city of Port Angeles and its busy, international harbor.

Our facilities include a Student Services Center; Maier Hall, our Arts and Humanities Building, completed in 2011; Keegan Hall, our Science and Technology Building and a Longhouse, both completed in 2007; a Library, completed in 2008; the Learning Center, which includes a computer lab, a math lab, and a writing lab; a ceramics studio, art studio, and the student union building, known as the Pirate Union Building or PUB. The PUB houses a theater, art gallery, food services, a campus store, lounge area, Internet café, performance areas, and student government offices.

Maier Hall is the largest building on campus, at 62,950 square feet. The intimate 130-seat performance hall is the centerpiece of the facility. Outfitted with the latest in sound and lighting equipment, it has been physically shaped to provide superb acoustics and ideal conditions for music, lectures, or poetry readings. Completely equipped art and ceramic studios and spacious music practice and rehearsal rooms allow students to fully explore all of the arts and discover talents they may not be aware they have. Rounding out the facility are classrooms, a Basic Education Center, faculty offices, and a learning lab area that includes computer, math, English, and foreign language labs.

The 56,000 square-foot Keegan Hall Science and Technology Building contains a lecture hall, 13 labs, five

classrooms, faculty offices, and two conference rooms in two separate wings—a Science Wing and a Technology Wing.

Situated between Maier Hall and Keegan Hall is a signature art and water sculpture that invites students and visitors alike to sit for a moment or an hour in a calm, relaxing atmosphere that echoes the natural environment of the Olympic Peninsula. Seven of the most prominent mountain peaks in the Olympic Mountain range have been recreated in aluminum and mounted on basalt columns that are situated in water pools. The effect is an oasis of calm and reflection in the middle of a busy campus.

Standing in a grove of cedar trees, the Peninsula College Longhouse was the first longhouse in the nation built on a community college campus. The vision of a Longhouse as a center for cultural expression and educational achievement for all students and community members has collaboratively been woven together by Peninsula College and the six local tribes: Hoh, Quileute, Makah, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam.

In 2007, leaders from the six local tribes and the College opened ʔaʔk ʷustəŋáwt xʷ, House of Learning, Longhouse with a cedar bark ribbon-cutting ceremony. This ceremony was the culmination of more than two years of planning and construction and honored important tribal and community relationships.

In fall 2010, tribal leaders, elders, and youth from all six tribal nations and community members joined Peninsula College to witness and celebrate the historic raising of a 20-foot Welcome Pole at the entrance to the Longhouse. The Welcome Pole was carved on campus by Jamestown S'Klallam master carver, Jeff Monson, from a pole graciously donated by the Lower Elwha Tribe. The college celebrated the tenth anniversary of the ʔaʔk ʷustəŋáwt xʷ, House of Learning, Longhouse in 2017 and 2018 with an artist retrospective and a celebration honoring the tribes and those instrumental in its construction.

The 26,680 square-foot library is a central teaching-learning resource with a smart classroom, individual and group study areas, conference rooms, print and electronic collections, and research workstations. Students are able to engage in reading, studying, and collaborative learning processes.

In August, 2015 Peninsula College celebrated the grand reopening of our Forks location in a new, state of the art facility.

In 2016, the college opened a newly renovated building on the Fort Worden campus in Port Townsend. In 2017, the new Allied Health and Early Childhood Development Building opened on the Port Angeles campus.

The Allied Health and Early Childhood Education Building was completed in spring 2017. It is the College's newest technologically advanced building that houses the instructional programs of Nursing, Medical Assisting, Medical Office Assisting, Nursing Assistant, and Early Childhood Education that educate and serve nearly 300 students and families each year. Enrollments in all three programs have shown significant growth over the past decade, with more and more students applying to the accredited programs. As the College adds new cohorts in the future, the new building will support and enhance continued growth.

The building features state-of-the-art smart classrooms and clinical lab spaces designed to provide a learning environment that mirrors the earning environment. The building's Community Demand Lab is a flexible space that can accommodate rotational instructional programs to meet immediate and future community demand, such as Massage Therapy, Physical Therapy, Pharmacy Technician, and Radiology Technician.

The Childcare Center is also housed in the building as part of the Early Childhood Education program and includes four classrooms, a full kitchen and an outdoor playground. The Center is designed to serve up to 28 infants and toddlers and 40 preschoolers.

## Our Student Body

At Peninsula College there is no "typical" student. Our vibrant, diverse student body comes from all over the United States and 16 different countries. And like you, they come for a variety of educational purposes. Some are recent high school graduates who want to pursue a transfer degree, some are returning to school to earn their Bachelor in Applied Science at Peninsula College, some are Running Start students. Still others are returning for career retraining, to brush up on their job skills, to get their GED®, to take ESL courses, and to learn how to work with computers. But no matter why they are here, they all want the same thing—a quality education at a price they can afford.

Once our students arrive at Peninsula College, they quickly discover that college is more than just books. It's also a time to explore, to experiment with new interests, and even to discover hidden talents, such as

writing or drama. In fact, once our students venture into unfamiliar areas, they often discover their own passion for learning.

## PC Pirate Athletics

The Peninsula College Athletic Program, winners of 11 Northwest Athletic Conference (NWAC) championships and 20 league championships over the last eight years, features men's and women's soccer, men's and women's basketball and esports. We take great pride in offering a university-quality athletic experience at the community college level. With the tremendous support of our community, and the Peninsula College Foundation, we offer the maximum amount of scholarships allowed by the Northwest Athletic Conference.

The NWAC is made up of community colleges from Washington, Oregon, Idaho and British Columbia. Peninsula plays in the North Division. Our mission is to create a transformative experience for student athletes that is focused on building character, promoting high academic achievement and community service, winning championships, and moving our athletes on to the next level. Our vision is to provide a program for student athletes that is committed to excellence in every arena.

Off the field, Peninsula College athletes participate in community service projects and play a significant role in the development of young players through the Peninsula Soccer Academy and Peninsula Basketball Camps, as well as engagement in elementary, middle school and high school mentorship programs and school clinics.

With the 2019-2020 addition of the fastest-growing sport in college athletics, esports, Peninsula College has a fifth athletic program that will strive to provide the same student athlete experience as soccer and basketball.

## Opportunities in the Arts and Sciences

Students seeking transfer degrees will find many exciting opportunities to explore and develop passions for the full range of academic and artistic pursuits. Each year their talents are celebrated through a week-long Spring Festival of Student Arts, which showcases student talent and craftsmanship in a variety of areas, from acting to music to art and more. Included in the events are concerts by the PC Jazz and Vocal

Ensembles, poetry and prose readings, a special Student Art show, a Junk Art Welding show, and an end-of-term concert by the Music Department.

Peninsula College Honors students work independently with faculty mentors on capstone projects which the students present each spring to the campus and community at the spring Honors Symposium. In addition, Honors students sponsor events and activities through Lyceum, the Honors Club.

Our journalism students work on a prize-winning student newspaper, The Buccaneer. They also regularly attend conferences to learn more about the art of journalism.

All of our students can contribute original writing, photographs, music, and works of art to Peninsula College's award-winning literary arts magazine, Tidepools, which observed its 50th Anniversary in 2014 with the printing of a double issue. Volume One featured works by several North Olympic Peninsula residents, and Volume Two combined the best of the last 50 years of publication with new works by regional writers and artists. In 2014, Tidepools also introduced a Kindle version of the magazine. Cash prizes are awarded to first, second, and third place winners. All of the contributors are honored with a reception in the spring and give several readings in our local communities.

Numerous research and travel opportunities are available to our science students, who study and work in Keegan Hall, our Science and Technology Building. Research opportunities abound on the Peninsula. Outstanding outdoor resources, such as Olympic National Park and state and national forests, encourage scientific inquiry and lead to exciting projects. But this is only the start; many more opportunities exist and are waiting to be explored.

Under Guided Pathways, students interested in pursuing an Arts and Sciences transfer degree can choose an Area of Study in Arts & Communications, Social Science & Education, or Math & Science.

## Honors Program

The Peninsula College Honors Program is a one-of-a-kind experience designed for highly motivated students who seek to be engaged in an intensive learning process where they make connections among ideas while developing critical thinking skills as they pursue an Associate of Arts or Associate of Science degree. If you are excited about learning, want to study with classmates who share your enthusiasm, and desire an opportunity to work with faculty mentors to explore your intellectual interests, the Peninsula College Honors

Program is for you. Students apply their mastery of knowledge to the design and completion of a comprehensive capstone project.

## Commitment to Diversity

At Peninsula College, a public institution committed to lifelong learning, we recognize the changing communities we serve. Our goal is to seek, involve, and value diverse peoples—their contributions, perspectives, and potentials—and to nurture those threads of common experience and desire that unify differences. To this end, we are committed to cultural and personal diversity and to valuing individual differences. Through positive effort and attention, we work to integrate diversity throughout the college.

## Accreditation

Peninsula College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Department of Education.

Accreditation by NWCCU indicates that Peninsula College meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Accreditation by NWCCU applies to the institution as a whole.

It provides reasonable assurance about the quality of opportunities available to students who attend the institution. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates.

Inquiries regarding PC's accredited status should be directed to PC's administrative staff or by contacting:

Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Ste. 100  
Redmond, WA 98052  
(425) 558-4224  
[nwccu.org](http://nwccu.org)



# Educational Opportunities

## Educational Opportunities

An emphasis on quality instruction is the common denominator for our course offerings. Classes are small with a student to teacher ratio that is usually no more than 1:35 students; often fewer.

Instructors are selected for their teaching abilities as well as their expertise in subject specialties.

Peninsula College students have an impressive record of success in continued college studies and in careers. Reports from Washington's public universities show that students from Peninsula College often perform better at university than other students. Annual studies show that most students who have completed Peninsula College's professional and technical educational programs are now working in their chosen career fields.

## Degree Programs

Peninsula College offers degrees in Arts and Sciences Transfer, Professional and Technical Education, and a Bachelor of Applied Science in Applied Management.

## Arts & Sciences Transfer Education

Peninsula College awards five associate degrees designed for transfer to baccalaureate institutions awarding Bachelor of Arts or Bachelor of Science degrees. These include the Associate in Arts, the Associate in Business, the Associate in Computer Science, the Associate in Nursing, and the Associate in Science. In addition students may receive an Honors degree in the Associate of Arts, the Associate of Science, or the Associate in Business.

An individual holding an associate transfer degree who is admitted to a Washington state public baccalaureate institution is considered to have completed the lower division or general education requirements for that institution.

## Professional & Technical Education

The Associate in Applied Science, the Associate in Applied Science–Transfer, and Nursing Direct Transfer Agreement (DTA) degrees are awarded to students completing an instructional program designed to prepare them for entry into a specific occupation. Professional and technical education programs in

which associate degrees and certificates are offered are listed below. See specific programs for degree options.

- Addiction Studies
- Administrative Office Systems
- Advanced Manufacturing (inactive Fall, 2019)
- Automotive Technology (inactive Summer, 2021)
- Business Administration
- Computer Applications Technology
- Construction Technology (formerly Green Building)
- Criminal Justice
- Cybersecurity & Computer Forensics
- Early Childhood Education
- Emergency Medical Technician
- Entrepreneurship
- Family Life Education
- Homeland Security / Emergency Management
- Hospitality and Ecotourism
- Information Technology - Systems Administration
- Medical Assisting
- Medical Office Assisting
- Multimedia Communications
- Nursing
- Nursing Assistant
- Phlebotomy
- Sustainable Agriculture
- Welding

## Bachelor of Applied Science

The Bachelor of Applied Science in Applied Management (BAS) program at Peninsula College enables applicants with AAS, AAS-T, AA, and AS degrees to combine lower-division technical or transfer coursework with upper-division credits in applied management, resulting in a practical, application oriented, four-year degree. The BAS program prepares its graduates for management positions and career advancement in a wide range of fields found on the Olympic Peninsula and elsewhere. This program can be completed 100% online.

Peninsula College's BAS degree also prepares graduates to continue their education in Master's programs, such as the University of Washington, Washington State, and other university Master of Business Administration (MBA) Programs.

## Certificates

One-year-or-less certificate programs are offered in Addiction Studies, Administrative Office Systems, Business Administration, Commercial Driver's License, Computer Applications Technology, Construction Technology, Criminal Justice, Early Childhood Education, Entrepreneurship, Hospitality & Event

Planning, Medical Assisting, Medical Office Assisting, Multimedia Communications, Nursing Assisting, Phlebotomy, Sustainable Agriculture, and Welding.

## Distance Learning

Distance Learning at Peninsula College provides expanded learning opportunities through the use of online instruction and web conferencing. These methods allow you to customize a flexible schedule that will meet your individual needs and open educational opportunities to those who are unable to attend all classes in person. The Distance eLearning department supports all Peninsula College classes with online technology as well as other emerging technologies as they become available.

These emerging technologies support learning for everyone and not just those separated by distance. Some can be completed entirely online.

For additional information and current course offerings visit [pencol.edu](http://pencol.edu).

## Basic Education for Adults

Adults, with or without a high school diploma, may enroll in a variety of classes designed to upgrade basic education in reading, writing, and mathematics. They may work individually or in small groups to acquire skills needed to reach their educational and occupational goals, including skills to brush up for transition to college classes.

Adults 18 and over may complete coursework and competency-based activities to complete a high school diploma from Peninsula College.

Adults 16 years of age or older who have not completed high school may attend basic skills classes to prepare for the General Educational Development (GED®) test. Instruction focuses on the subject areas covered on this high school equivalency exam.

Students between the ages of 16-18 must have a signed release from a Washington State high school before they take the official GED® test.

Classes in English Language Acquisition are offered to individuals who want to improve their career and college readiness. Instruction is designed to help them acquire academic skills in understanding, speaking, reading, and writing English. For information and class locations, call (360) 417-6380.

Integrated Basic Education and Skills Training (I-BEST) allows students to begin a workforce education career pathway program while improving their basic English, reading, writing, or math skills. Peninsula College offers

a variety of I-BEST programs including, Automotive Technology, Construction Technology, Early Childhood Education, Medical Assisting, Medical Office Assisting, Welding, and others. Call (360) 417-6380 for more information.

## Complete Your High School Education

Peninsula College offers Adult High School Diplomas where students can earn college credit while completing a Peninsula College High School Diploma. This program is for adults 19 years of age or older who did not complete high school. They will earn a valid diploma which meets State of Washington requirements. For information, contact Pirate Central at (360) 417-6340.

An individual 21 years or older who completes an associate degree (AA, AS, AAS, or AAS-T) may ask for a state high school diploma from the college upon written request. Individuals under this category are not eligible for funding provided for K-12 students. These students are not required to complete the State Board of Education's graduation requirements. For information, contact Pirate Central at (360) 417-6340.

A student enrolled through Running Start who completes an associate degree (AA, AS, AAS, or AAS-T) may be awarded a state high school diploma from the college upon written request from the student. These students are not required to complete the State Board of Education's graduation requirements. For information, contact Pirate Central at (360) 417-6340.

Peninsula College also offers the HS 21+ program which is designed for adult learners, 21 years of age and older, who are interested in acquiring their high school diploma. HS21+ classes prepare students for college and career pathways while fulfilling the high school diploma requirements of Washington State.

Credits earned in HS21+ courses count toward a high school diploma may be used as dual high school/college credits.

Students have the potential to use life experience to earn high school credit and credit is awarded based on competency rather than seat time. Opportunities through this program are also available for students aged 18 years and older. For more information, contact the Basic Education Department at (360) 417-6380.

## High School Programs (Dual Credit)

### Running Start

Created by the Washington State Legislature, Running Start is a program providing academically qualified students with the opportunity to simultaneously earn high school and college credits.

To qualify for Running Start, students must be a high school junior or senior, under the age of 21, and qualify at college-level in English and/or math on the placement test or through an approved alternative placement.

Those who qualify may choose to take a combination of high school and college courses or enroll exclusively in college courses. All college-level courses (numbered 100 or above) successfully completed may be applied toward degrees at Peninsula College. Therefore, it is possible for high school students who begin Running Start as juniors to graduate from high school with two years of college already completed.

College credits earned through Running Start are usually transferable to colleges and universities in and out of the State of Washington. Information on the transferability of credits is available from an educational planner in the Student Development Center as well as from the respective college or university to which a student wishes to transfer.

Running Start students will be responsible for the cost of books, supplies, transportation, and fees. Tuition is covered up to 15 credits per quarter as long as the combined course load between the college and high school stays below 1.2 FTE (full-time equivalency). Students with combined high school and college schedules that exceed 1.2 FTE during any college quarter must pay college tuition on the additional credits. Please note, waivers may be available for students who qualify for the free or reduced lunch program through their school district.

For more information regarding Running Start, contact RunningStart@pencol.edu or (360) 417-6341, toll free in Washington at 1 (877) 452-9277, ext. 6341.

### Career and Technical Education (CTE) Dual Credit Program

Our CTE Dual Credit Program is a dual credit opportunity for high school students to gain Peninsula College credit for specially designed courses taken at their high school. To find out if your school participates in the program, contact Pirate Central at (360) 417-6340.

## College Preparation

### Upward Bound

Upward Bound is a federally-funded educational program designed to develop the knowledge and skills necessary for students to earn a two- or four-year college or technical degree. High school students from low income and first generation families may be eligible for services. The goal of Upward Bound is to increase the rate at which participants complete high school, enroll in, and graduate from college.

#### Upward Bound services include the following:

- Academic instruction and tutoring in reading, writing, math, study skills, and other subjects necessary for success in education beyond high school
- Running Start early preparation
- Access to professional college and transfer advising
- FREE six-week summer program which includes:
- 4-5 weeks of academic courses with the opportunity to earn college and/or high school credit
- Tours of Washington State colleges
- Career development experiences
- One to One assistance in college and scholarship applications
- Academic, financial, and personal counseling
- Exposure to academic programs and cultural events
- Leadership development
- Early career assessments, planning, and exploration
- Information on postsecondary educational opportunities
- Assistance in completing financial aid, college, and scholarship applications
- Assistance in preparing for college entrance exams (PSAT, SAT, ACT, Accuplacer)

Peninsula College's Upward Bound program is 100% funded through a U.S. Department of Education five-year grant. For information, contact: Upward Bound Office at (360) 417-6376 or toll free at 1 (877) 452-9277, ext. 7971.

# Admission to the College

## Requirements to Attend

All degree-seeking or certificate-seeking students must submit an application to the College. Peninsula College operates under an open door admissions policy and shall accept for admission any applicant who:

1. Is competent to profit from the curricular offering of the college; and
2. Would not, by presence or conduct, create a disruptive atmosphere within the College inconsistent with the purposes of the institution; and
3. Is eighteen years of age or older, or:
  - a. is a high school graduate, or equivalent
  - b. has applied for admission under the provisions of a student enrollment options program, such as Running Start, a successor program, or other local enrollment options programs.

Additional restricted admissions criteria shall apply to those applicants under the age of 18. All incoming degree seeking students must be evaluated for English and mathematics achievement except:

- a. Students who have completed multiple courses of college-level work at a regionally accredited institution of higher education, including English and math with a GPA of at least 2.00, or
- b. Students who have an approved placement reciprocity through another Washington State Community or Technical College, or
- c. Students who are pursuing short-term certificates that do not require Math or English prerequisites.

All incoming degree seeking students must be evaluated for English and mathematics course placement prior to course registration. This evaluation may be completed through multiple measures. A complete list of options can be obtained from the Assessment and Placement Center.

The college reserves the right to deny individuals entrance to specific programs if they do not meet established achievement level requirements.

Admission to Peninsula College does not guarantee admission into all courses or all professional and technical education programs. You should consult this catalog for any specific admission requirements in your major field.

## Non-Degree Enrollments

Non degree-seeking students are not required to apply for admission but must provide required documentation and meet any prerequisite requirements for courses by qualifying through a placement test or by providing an official transcript from a prior institution. Non-degree seeking students who only want to take courses for personal or professional enrichment are not required to take a placement test for classes that do not have prerequisites.

Peninsula College may enroll a student who:

1. Is competent to profit from the curricular offering of the College.
2. Would not by his or her presence or conduct, create a disruptive atmosphere within the College inconsistent with the purposes of the institution.
3. Is eighteen years of age or older, or:
  - a. Who is aged 16 years or older and meets the provisions of the "Title II of the Workforce Innovation and Opportunity Act." Individuals admitted in such classes will be allowed to continue as long as they are able to demonstrate, through measurable academic progress, an ability to benefit.
  - b. Who is enrolled in a Peninsula College sponsored youth program.
  - c. Who is enrolled in a basic education or noncredit class with approval from the appropriate dean.
  - d. Who has approval from the Enrollment Exception Committee or designee(s).

Peninsula College may accept for exceptional admissions students who are under age 18 who are approved by the Enrollment Exception Committee or designee(s). Those who do not have a high school diploma or equivalent will be admitted as non-degree seeking students only. Enrolling as an underage student does not constitute admission to the College or a program of study and does not assure future quarter registration. It is not Peninsula College's intent to replace or duplicate the functions of the local public schools.

The Enrollment Exception Committee or designee(s) will be appointed by the Vice President for Student Services. Students must supply all required documentation in consideration for approval to the Enrollment Exception Committee. Contact Pirate Central at (360) 417-6340 for more information.

## Admission Procedures

Procedures for admission are published on the Peninsula College website at [pencol.edu](http://pencol.edu), and are provided by Pirate Central at (360) 417-6340.

Official transcripts from each college you have attended must be mailed to Pirate Central at Peninsula College for consideration of transfer credit. It is your responsibility to contact other institutions and request that transcripts and testing scores be forwarded in a timely manner. All transcripts become the property of the college.

Prior to the quarter applied for, the Student Services Office will notify each new applicant who has completed the admissions process about times scheduled for placement testing, orientation, advising, and registration. Call (360) 417-6340 for information.

## Registration Procedures

Individuals should check the College website at [pencol.edu](http://pencol.edu) for the quarterly schedule of courses and for details on registration procedures.

Our registration process gives precedence to veterans and continuing degree-seeking students with the most credits. This system is designed to allow those most in need of specific courses required for graduation or program completion to have a first opportunity registration position. You may register at the time assigned or any time thereafter within the constraints of the period offered for registration. You are not guaranteed the unrestricted right to enroll in any specific course or program.

Continuing students who indicate they wish to enroll the next quarter are notified by email regarding their registration appointments. A designated period is set aside each quarter for advising purposes before registration begins.

You must be officially enrolled by the first day of the course to attend.

Under the Washington Administration Code (WAC) and the policies of the State Board for Community Colleges, we reserve the right to deny admission to, or cancel the registration of, any individual whose enrollment is inconsistent with the best interests of the student, other students, or the established policies of Peninsula College.

## Financial Resources

### Financial Aid—Grants, Work Study and Loans

Peninsula College participates in a variety of federal and state grant, work-study, and loan programs. These programs are designed to assist you in paying for your educational expenses. For more information, visit [pencol.edu/financial](http://pencol.edu/financial).

Eligibility for the following aid programs will be evaluated for all individuals who complete the financial aid application process:

- Federal Pell Grant
- Federal SEOG (Supplemental Educational Opportunity Grant)
- Washington College Grant (formerly Washington State Need Grant)
- Opportunity Grant
- WA College Bound Scholarship
- WA Passport to Careers for Foster and Homeless Youth Program
- Peninsula College Grant
- Need-Based Tuition-Waiver
- Work Study
- Federal Subsidized Direct Loan
- Federal Unsubsidized Direct Loan
- PLUS (Parent Loan for Undergraduate Students)

For more information on financial aid opportunities, contact [financialaid@pencol.edu](mailto:financialaid@pencol.edu).

Peninsula College does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance. This paragraph shall not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

### Federal and State Financial Aid Eligibility Requirements

In order to be eligible for financial aid, you must meet the following requirements:

- You have a high school diploma, GED® certificate, enrolled in an eligible pathway program, or meet the Ability to Benefit guidelines
- You have been admitted to the college

- You plan to complete a college degree or certificate program at Peninsula College and enroll in required classes for that degree or certificate
- Be enrolled in at least 6 credits in order to be eligible for Direct Loan Program, PC Grant, Tuition Waiver, and work-study funds
- Demonstrate financial need (for most programs)
- You are making Satisfactory Academic Progress in your studies and are meeting the minimum Pace of Progression requirements
- You are not currently in default on a student loan received at any school
- You do not owe a repayment of grant funds at any college attended
- You are a citizen or a permanent resident of the United States (certain exceptions if you are not a US Citizen but are a WA resident)
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25)
- You have not been convicted of an illegal drug offense while receiving federal student aid
- Submit your FAFSA or WASFA and turn in any required documents, following the Peninsula College Application Process and Deadlines

## Scholarships

Information about scholarship opportunities is posted in the Financial Aid Office and at [pencol.edu](http://pencol.edu). There are also many other websites with scholarship information. Unfortunately, some of these sites are less precise than others. One of the free sites recommended by financial aid administrators in Washington is [theWashBoard.org](http://theWashBoard.org).

## Opportunity Grant

The Opportunity Grant Program can provide funding for tuition and fees, books, and supplies for qualified adults for up to 45 credits in selected programs. For more information and the application process, visit [pencol.edu/additional-financial-resources/opportunity-grant](http://pencol.edu/additional-financial-resources/opportunity-grant).

## Worker Retraining

If you have experienced a major change in your employment circumstances in the last 48 months, including displaced homemaker, military separation, and unemployed status, you may qualify for Worker Retraining assistance. Worker Retraining applications are available on the college website, [pencol.edu/worker-retraining](http://pencol.edu/worker-retraining) or by calling (360) 417-6263.

## Basic Food Employment and Training (BFET)

The BFET Program can provide support and assistance with tuition, books, and other support services for eligible students in professional-technical programs who are receiving Basic Food through the Department of Social and Health Services. For more information, contact the DSHS Programs Coordinator at (360) 417-6505 or toll free 1 (877) 452-9277, ext. 6505.

## WorkFirst

The WorkFirst program supports students who are current recipients of the Temporary Assistance for Needy Families (TANF) program through the State Department of Social and Health Services and who are taking classes to improve their work skills and increase their wage earning capacity. For information and eligibility requirements, please contact the DSHS Programs Coordinator at (360) 417-6351 or toll free 1 (877) 452-9277, ext. 6351.

## Tuition and Fees

Current tuition and fee information is published on the college website at [pencol.edu](http://pencol.edu) and at Pirate Central, (360) 417-6340.

## International Student Applications

Contact the Peninsula College International Student Programs Office for more information:

(360) 417-6491  
international@pencol.edu

Peninsula College  
1502 E. Lauridsen Blvd. #J46a  
Port Angeles, WA 98362 U.S.A.

### All international students must submit the following:

- A completed International Student Application Form and Payment Authorization Form
- Translated official copies of all applicable scholastic records (transcripts from high school, previous college, or language schools)
- Proof of finance (notarized Affidavit of Support, or an official bank letter, government or sponsor's statement confirming the availability of sufficient funds for at least one year of study and living costs at Peninsula College)
- A nonrefundable application fee paid in U.S. dollars

For complete application/fee requirements visit [pencol.edu](http://pencol.edu).

**Proof of English-language proficiency demonstrated in one of the following ways:**

- 500 or higher in TOEFL
- IELTS 5.5 (no band lower than 5.0)
- 92 or higher on the Peninsula College ESL Compass Placement Test
- Two years of U.S. high school study, with a minimum GPA of 2.0
- Successful completion of the Advanced Level of the IELTS Program at Peninsula College or any accredited ESL program in the United States
- Transferring from the academic program of an accredited U.S. college or university with a minimum GPA of 2.0

*Note: If your TOEFL scores are lower than 500, you will be accepted conditionally, and you will be required to take IELTS classes. If your TOEFL scores are between 450 and 499, you may be allowed to take a college class, such as Music, Physical Education, or Math, that do not require heavy reading or writing assignments along with your IESL courses.*

## English Requirements for Intensive English Language Studies (IELS) Program

There is no English proficiency requirement.

*Note: Students who apply without TOEFL scores will be automatically accepted into the IESL program.*

Students transferring from another institution within the United States will need to submit the following documents in addition to the regular admission requirements:

- A copy of I-94 and visa
- A copy of passport (pages containing photo and demographic information)
- Copies of all previous I-20s International Student Transfer Form (signed by current foreign student advisor)
- An official copy of institution's transcript if you wish to transfer credit

Please send your application to:

International Student Programs  
Peninsula College  
1502 E. Lauridsen Blvd.  
Port Angeles, WA 98362 U.S.A.

## Academic Policies & Procedures

### Enrollment Requirements

You must be officially enrolled by the first day of the course except for open enrollment programs such as Adult Basic Education.

### Credits & Credit Load

The academic year is divided into three quarters of approximately eleven weeks each. There is also a summer quarter of approximately seven weeks. Peninsula College uses the following schedule to determine credit load status for students:

- Full Time: 12 or more credits
- Three Quarter Time: 9-11 Credits
- Half Time: 6-8 credits
- Less than Half Time: 1-5 credits

Students who plan on completing their pathway within two years should enroll in 15 credits per quarter. Please consult with your program advisor to determine the best way to meet your specific academic and career goals.

### Registration Changes

Peninsula College requires all students to register for classes prior to the start of each quarter. Changes to your courses (adding or dropping) should be made before the start of the quarter. This can be done on the college website at [pencol.edu](http://pencol.edu) or by filling out the student add/drop form, which is available in the Student Services Office.

### Withdrawal from Courses

You may withdraw from courses up to one month (30 calendar days, with the exception of summer quarter) prior to the last instructional day of the quarter. For regular scheduled classes, if a class is dropped during the first two weeks of the quarter, a grade will not appear on the transcript. After the first two weeks, a grade of "W," which is not used in computing grade point averages, will be entered on the official transcript. Individuals must officially drop a class in person at Student Services, on the College website, [pencol.edu](http://pencol.edu), or by calling (360) 417-6340. Informing the instructor does not create a withdrawal.



## Refund of Tuition and Course Fees

A full refund of tuition and course fees will be made to a student:

1. Who withdraws from the college prior to the sixth instructional day of the quarter for which registration and course fees were applied.
2. Who withdraws prior to the first seminar or class session of self-support courses.
3. For any class canceled by the college.

Fifty percent of tuition only will be made to a student who withdraws from the college on or after the sixth day of instruction, but within twenty calendar days including the first scheduled day of the quarter.

Note: Refund policy may differ for condensed quarters and/ or early or late starting classes. Contact Pirate Central at [studentservices@pencol.edu](mailto:studentservices@pencol.edu) or (360) 417-6340 for more information.

## Grading

The following grading policy and procedures were implemented beginning winter quarter 2012 and revised fall quarter 2018. College instructors are responsible for evaluating individual performance in the courses they teach. Instructors may report decimal grades from 1.0 to 4.0 in 0.1 increments. The number 0.0 is assigned for failing work, which includes grades reported in the 0.1 to 0.9 range. At the end of each quarter, a copy of grades and credits earned is available on the college website. Students must use individual logons to access grades.

A grade point average (GPA) is determined by dividing the total number of grade points earned for the quarter by the total number of credit hours in which an individual was registered.

The following symbols can be used to designate a grade for coursework, but are not assigned grade points:

- P - Passing
- S - Satisfactory
- W - Withdrawal
- I - Incomplete
- N - Audit
- U - Unsatisfactory
- V - Discontinued Attendance
- R - Repeated course
- Z - Continuous Enrollment
- \* - No grade reported/invalid grade

Individuals who withdraw officially from a course prior to the last 30 calendar days of the quarter will receive a "W."

## Nonattendance

Peninsula College views student attendance and participation as crucial to academic success. Therefore, an instructor may assign a "V" grade for a student who stops attending or fails to attend courses. When a V grade is issued, no grade points are calculated, the grade is not computed in the student's GPA and no credits are issued. An instructor is not obligated to assign a grade of V for nonattendance. Note: The V is a nonattendance grade given at the end of the quarter.

In order to accommodate students waiting to register for a course, instructors may initiate a withdrawal for nonattendance. A student who fails to attend at least 50% of a face-to-face class or fails to login for at least 50% of online class activity during the first week of the quarter may be administratively withdrawn from the course. Students who plan to remain enrolled but have attendance difficulties during the first week of the quarter should therefore contact their instructors immediately to request an exception to this procedure.

## Passing/Unsatisfactory Grades

You may request to enroll in certain courses on a pass or no-pass basis. If you select the option of having a Passing (P), Satisfactory (S), or Unsatisfactory (U) grade for specific course work, you should request this from your instructor at the beginning of the quarter. You should remember that U grades do not earn credit.

While the number of passing/satisfactory (P/S) grades is not limited at Peninsula College, transfer students are cautioned that many baccalaureate institutions impose limits or restrictions on acceptance of P/S graded credit. If you plan to transfer to a baccalaureate institution you should determine that school's policy regarding the acceptance of P/S courses before electing this option.

## Audit

You may, with the consent of the instructor, enroll to audit a course. You are expected to attend classes regularly but you will not take examinations, receive grades, or earn credit. Tuition is the same as that charged for credit.

After the fifth day of instruction an individual who is a Washington State resident, and who has or will have attained 60 years of age by the first day of instruction of the quarter during which enrollment is desired, may



enroll for audit in certain courses on a space-available basis. Students enrolling under this waiver shall register for no more than two courses per quarter.

No tuition will be charged, although some fees may be assessed. Written approval of the instructor is required. (WAC 131-28-080).

## Incomplete Grades

The grade of "I," designating incomplete, must be initiated by the student. It requires the agreement of the instructor that you have completed a sufficient amount of course work but cannot complete course requirements during the quarter due to circumstances beyond your control.

The instructor must fill out an electronic contract form that contains the specific requirements to be completed, the time allowed for completion, and the grade to be assigned if the contract is not completed. One copy of the contract is retained by the instructor, one is given to the student, and one is filed with Student Services at the time grades are recorded.

An incomplete grade remains permanently on your transcript if the course work is not made up within a maximum of one year.

An individual receiving veteran's benefits and/or federal financial aid who fails to make up an incomplete grade within a designated time may risk partial loss or termination of benefits.

## Repeated Courses, Grade Petition

A course may be repeated two times for a total of three enrollments. The original grade will remain on the transcript; however, the higher grade earned in the repeated course will be used in computing grade point averages. Individuals must complete the Repeated Course form (available in the Student Services Office) for a recalculation of their GPA to be processed.

A returning student who has not been enrolled for a period of two or more years at Peninsula College may petition to have previously earned Peninsula College grades of less than 1.4 disregarded in computing grade point averages; however, all grades will remain on the transcript. These forms may be obtained in Student Services or on the College website at [pencol.edu](http://pencol.edu).

## Academic Progress & Performance

Peninsula College is committed to facilitating the academic success of students. The primary purpose of the Academic Progress and Performance Policy is to quickly identify and alert students with low academic achievement and to provide those students with assistance to improve their academic performance.

- Students must earn a GPA of 2.0 or above. If not, the college will place the student progressively on alert, probation, or suspension
- A student whose cumulative grade point average falls below 2.0 or above will be placed on academic alert
- A student on academic alert who fails to earn a cumulative grade point average of at least 2.0 at the end of the subsequent quarter of enrollment will be placed on academic probation
- A student on academic probation who fails to earn a quarterly grade point average of at least 2.0 in the next quarter of enrollment will be placed on academic suspension. A suspended student may petition for readmission to the college after waiting a period of 12 months
- Students placed on Academic Suspension may exercise the right to appeal for Immediate Academic Reinstatement
- Certain vocational programs, international students, veterans, and students receiving financial aid may have different and/or additional academic standard requirements and appeal processes

## Plagiarism/Cheating

Plagiarism and/or cheating are not tolerated by Peninsula College. An individual who cheats or plagiarizes the works of others is at risk of receiving a failing grade for the course in which such action takes place. In addition, plagiarism and/or cheating are violations of the Student Code of Conduct and such actions may result in an official sanction by the Conduct Officer.

## President's List, Honor Roll, & President's Medalists

An individual who is enrolled in and completes at least 12 quarter hours of credit in courses numbered 100 or above for which grade points are assigned, receives no incomplete grades, and earns a quarterly grade point average of not less than 3.9, will be named to the President's List.

An individual who meets the criteria listed above, but who earns a quarterly grade point average for the quarter of not less than 3.6 will be named to the Honor Roll.

At graduation, an individual who completes a degree having earned 45 college-level credits at Peninsula College, with a college-level cumulative grade point average of 3.85 or higher, will be awarded the President's Medal for Scholarly Excellence.

## Academic Transfer

### Transferring *from* Peninsula College

Peninsula College has set its general education requirements for the Associate degrees (Direct Transfer Agreement/Major Related Programs) to conform with guidelines of the Washington Intercollege Relations Commission (ICRC) for direct transfer of these degree credits. Washington baccalaureate colleges and universities also accept these guidelines or have separate agreements with Peninsula College. Students entering with AA degrees from Peninsula College are considered to be in their junior year and to have completed the general education requirements at these baccalaureate institutions.

Meet with a Transfer Advisor as soon as possible to begin transfer planning. Visit [pencol.edu/transfer](http://pencol.edu/transfer) to begin that process.

Individuals who plan to transfer from Peninsula College to a baccalaureate college or university are expected to meet the entrance requirements of that institution at the time of their transfer. You should obtain current catalogs from the institution to which you plan to transfer and study entrance requirements as well as suggested freshman- and sophomore-level courses in your major field of interest. Institutions differ in treatment of credits received with a pass grade for courses in a major field and may compute a pass grade as a "C" or "D" grade. Transfer Advising appointments are available through Student Services.

Last-minute changes in your major field of study or in your choice of baccalaureate institution may create problems in transferring. Such changes should be made only after consultation with advisors.

Peninsula College courses numbered below 100 are not transferable. Courses with titles containing the word "technical" or "technology" are not transferable to all baccalaureate institutions, but they may transfer to some of these colleges. You should work closely with faculty advisors before attempting to transfer courses that are specialized components of professional and technical education programs or listed by the Intercollege Relations Commission (ICRC) as

"restricted subject area" courses. Associate in Applied Science–Transfer degrees transfer to some colleges. Work with your advisor for transferring options.

You may earn more than 90 academic hours of credit at Peninsula College, but the total number of credits accepted for transfer will be determined by the institution to which you transfer.

Students who have completed the Washington 45 requirements may be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state. For more information about Washington 45, see the College web- site, [pencol.edu](http://pencol.edu). The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II, or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

### Transferring Previous Credits *to* Peninsula College

In general, Peninsula College routinely accepts credits for college-level courses completed at regionally accredited institutions of higher education. Authority for acceptance of credits is delegated to the Credentials Evaluator.

The decision to grant transfer credit is based upon several factors, chief among them is accreditation. For transfer purposes, Peninsula College recognizes as fully accredited only those institutions that have received accreditation by one of the following associations:

- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

Regardless of institutional accreditation, Peninsula College does not grant credit for religion or theology courses that are sectarian in nature.

In order to have credits transferred, previous college official transcripts must be sent to Peninsula College.

In accordance with the Community and Technical College (CTC) Inter-College Reciprocity Policy, Peninsula College offers reciprocity to students transferring within the CTC system who are pursuing the Direct Transfer Agreement (DTA) degree or the Associate in Science-Transfer (AS-T) degree.

## Military Credits

When military courses are directly related to your course of study or program at Peninsula College, it is possible for credit to be awarded for use toward a specific degree or certificate. It should be noted, however, that many such courses may not be applicable and, therefore, no credit will be awarded. Official documentation needs to be submitted to the Student Services office. Procedures for requesting a formal evaluation of credit and to obtain a crosswalk of accepted coursework, may be obtained from Student Services, (360) 417-6340.

## Academic Credit for Prior Learning

Peninsula College accepts equivalency credit awarded by approved testing methods which reflect previous training, private study, work completed at other institutions, or other bona fide qualifications that indicate the student has knowledge or abilities equivalent to course completers. Methods of assessment include but are not limited to: Credit by Testing (CAPE, CLEP, DSST), Credit by Extra-institutional learning (Military and Industry Training), Credit by Challenge Exam, and credit by Prior Experiential Learning (Portfolio). No more than 25% of required credits for a degree or certificate may be satisfied by prior experiential learning. Credits in all equivalency situations are transcribed as a Pass (P) and will receive no numeric grade points. For more information regarding Academic Credit for Prior Learning, please contact Pirate Central at (360) 417-6340.

## Advanced Placement

Peninsula College awards advanced standing to entering students based upon levels of performance on the advanced placement (AP) examinations administered by the College Entrance Examination Board. An official transcript from College Board must be submitted to receive credit. For more information regarding advanced placement please contact Pirate Central at (360) 417-6340.

## Graduation

**Requirements for graduation from Peninsula College specify:**

- A 2.0 or above cumulative grade point average  
*NOTE: The cumulative grade point average will be calculated from college-level courses only (numbered 100 or above)*
- A minimum of 90 credits meeting requirements for a specific degree
- Completion of the Residency Credit Requirement  
*NOTE: To meet the residency requirement for a certificate or degree, 30 credits of the required credits, whichever is less, must be earned at Peninsula College. However, a specific program may require a capstone sequence, requiring more credits be earned in residence. Credits earned through articulation agreements and advanced placements do not satisfy residency requirements*
- The minimum requirement for a high school diploma is that the final course must be completed at Peninsula College
- You must apply for a degree before you register for your last quarter of study
- Individuals who are within 10 credits of completing graduation requirements at the conclusion of the spring quarter may take part in commencement exercises; however, degrees will not be awarded until all requirements have been completed

## Transcripts

A transcript is a report of grades and credits earned in courses during the quarters an individual has been enrolled. An official transcript is signed by a certified school official, with the college seal placed over the signature. A transcript is not released without a request from the individual. A fee of \$7.00 is charged for each official transcript. Other fees may apply.

Contact Pirate Central at [studentservices@pencol.edu](mailto:studentservices@pencol.edu) or (360) 417-6340 for more information. Transcripts will not be released for individuals who have unpaid college debts.

Unofficial transcripts are available on the College website at [pencol.edu](http://pencol.edu).

## Graduation Checklist

Current graduation checklists for degrees or certificates are available on the College website at [pencol.edu](http://pencol.edu) or Pirate Central. The checklist determines the course requirements necessary to complete the degree or certificate at the time the individual enters the program. Checklists can change annually.

## Student Services

### Advising Services

Student Services Advisors are available to provide academic advising to all new, International, Athlete, and Running Start students. They are also available to advise continuing students when their faculty advisor is not available.

Advisors help with creating class schedules to meet the career and academic goals of the student, the creation of a degree plan, referrals to on and off campus resources, and assist with transfer planning.

Appointments to meet with Student Services Advisors are made by contacting Pirate Central at [studentservices@pencol.edu](mailto:studentservices@pencol.edu) or (360) 417- 6340; toll free in Washington (877) 452-9277, ext. 6340; video phone (360) 406-4759.

### Counseling Services

Mental Health Counselors provide short-term personal counseling and assist with referrals to college services, community agencies, and other professionals. Students may request an appointment by contacting Pirate Central at [studentservices@pencol.edu](mailto:studentservices@pencol.edu) or (360) 417-6340; toll free in Washington (877) 452-9277, ext. 6340; video phone at (360) 406-4759.

### Multicultural and Inclusion Student Services

Multicultural Services provides support to diverse student populations attending Peninsula College. Our staff offers academic advising and transfer planning, referrals to on and off campus resources, and assistance with financial aid forms. Contact [Diversity@pencol.edu](mailto:Diversity@pencol.edu) or (360) 417-6345 or toll free in Washington (877) 452-9277, ext. 6345 for information.

### International Student Programs

International Student and Faculty Services at Peninsula College provides services to international students attending the college. Our multilingual staff is always ready to provide information and help on academic concerns, immigration procedures, transcript evaluation, housing, student life, and transferring. The ISFS office also provides assistance to U.S. students who wish to study abroad. Contact ISFS at (360) 417-6491 or [international@pencol.edu](mailto:international@pencol.edu) for information or assistance.

## Services for Students with Disabilities (SSD)

Peninsula College is committed to providing reasonable accommodations to qualified students with disabilities. The College upholds and values the law regarding Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act Amendments Act of 2008 (ADAAA), prohibiting discrimination on the basis of disability in education.

A variety of accommodations are available to students that qualify for SSD services.

Visit [pencol.edu/SSD](http://pencol.edu/SSD) for information on how to qualify for accommodations, or email SSD at [ssd@pencol.edu](mailto:ssd@pencol.edu) or (360) 417-6323; toll free in Washington (877) 452-9277, ext.6323; or video phone (360) 406-4759.

### Career Development

Peninsula College offers courses, workshops, assessments, and advising to assist students who are interested in exploring a career pathway, major, or degree. In addition, the College website lists links that provide students with more information on career or major exploration, as well as tools and resources for job seekers and students. If you would like to meet with an advisor to discuss career exploration call (360) 417-6340 to make an appointment.

### Assessment & Placement Services

The College offers a variety of certification exams, test proctoring, and math/English placement options. Placement scores are used to help ensure accurate placement in courses. Previous educational experience, ACT/SAT scores, some high school transcripts, Smarter Balance test scores, Advanced Placement (AP) exams, college transcripts from a regionally accredited institution are some possible alternative placement options. Placement testing may be waived for those who have satisfactorily completed one or more quarters of college-level work, which includes English and math with a grade of 2.0 or above.

Visit the Assessment and Placement webpage for more details [pencol.edu/admissions/testing-center](http://pencol.edu/admissions/testing-center) or email [testing@pencol.edu](mailto:testing@pencol.edu) or call or (360) 417-6345 or toll free in Washington (877) 452-9277, ext. 6345.

#### Other Testing Services include:

- Accommodated Testing
- Automotive Service Excellence (ASE) exam

- GED® exam and other Pearson Vue certification exams
- National Center for Competency Testing (NCCT)
- CASTLE exams
- Correspondence test proctoring
- TEAS exam (students applying to the Nursing Program)

For information on the tests, placement options, and applicable fees visit [pencol.edu/admissions/testing-center](https://pencol.edu/admissions/testing-center), call (360) 417-6346, toll free in Washington (877) 452-9277, ext. 6346 or email [testing@pencol.edu](mailto:testing@pencol.edu).

## Veterans Services

Peninsula College recognizes and appreciates all who have served in the United States Armed Forces. If you are a veteran, or a survivor or dependent of a veteran working toward a degree or certificate, you may be eligible for veterans' educational benefits. To determine eligibility and apply for benefits, visit [benefits.va.gov/gibill](https://benefits.va.gov/gibill).

Veterans Services provides guidance to veterans, their dependents, active military, and reservists regarding education benefits. In preparation for entering Peninsula College, all veterans and other eligible individuals can get information on the college website at [pencol.edu](https://pencol.edu) or meet with the veteran advisor who can assist with the new student process, educational planning questions, and provide referrals to campus, local, regional, and state resources.

Check with Veterans Services to obtain information about a possible tuition waiver. Veterans as well as children and spouses of totally disabled, POW/MIA, or deceased eligible veterans or National Guard members may apply.

If you have any questions, contact Veterans Services at [veterans@pencol.edu](mailto:veterans@pencol.edu) or (360) 417-6224; toll free in Washington (877) 452-9277, ext. 6224; or video phone (360) 406-4759.

## Services Members Opportunity Colleges

Peninsula College is an institutional member of Service Members Opportunity Colleges (SOC), a group of more than 1,900 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, we recognize the unique nature of the military lifestyle and have committed to assessing the transfer of relevant course credits and crediting learning from appropriate military training and experiences. This includes a partnership with Army Recruiting Command Program ConAP that links new soldiers to college at the time of enlistment.

SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of 15 leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities and the American Association of Community Colleges.

## Student Government

The Associated Students are governed by the Associated Student Council (ASC), which is comprised of 11 officers. This group plans activities for all students and allocates funds for campus student activities and organizations. For more information about Student government and the ASC Constitution visit [pencol.edu](https://pencol.edu).

## Student Life

For information about Student Life, visit [pencol.edu/student-life](https://pencol.edu/student-life). It describes available services, where to find them, and how to become involved in campus life. Information about college policies and procedures, including policies relating to discipline and due process, is also included.

Peninsula College serves a population diverse in age, geographical origin, and cultural background. In recognition of this diversity, an effort is made to offer and assist with a broad range of activities outside the classroom to encourage the greatest possible personal development. Some activities are provided through the efforts of student government; others are encouraged by interest groups.

## Clubs and Organizations

Students are encouraged to participate in student clubs and organizations. Information about joining clubs, or forming new clubs, is available at [pencol.edu](https://pencol.edu) under Student Life. Individuals can participate in a number of clubs and organizations on campus and in the community. Assistance in joining or forming clubs is available by calling the Associate Dean for Athletics and Student Life at (360) 417-6533.

## Honor Society

Peninsula College has a chapter of Phi Theta Kappa, the international honor society for students of two-year colleges. The local chapter, Beta Delta Nu, inducts new members and sponsors a student club. To become a member, individuals must have earned at least 15 credits with a cumulative GPA of 3.7. For more information, contact [ptk@pencol.edu](mailto:ptk@pencol.edu).



## Recreation Programs

The College has designed a wide range of activities to meet the diverse physical interests of the campus population. Included are intramural sports, group recreation activities, special events, and open recreation. Intramural activities are provided for individual and team competition. Activities include basketball, bowling, soccer, and volleyball.

Open recreation is scheduled during mid-day in the gymnasium and throughout the day for personal fitness in the College's Fitness Center.

## Intercollegiate Athletics

Peninsula College offers men's and women's varsity basketball and men's and women's varsity soccer. The Peninsula College Pirates play in the Northwest Athletic Conference (NWAC). In 2019-2020, the college athletic program is expanding to a fifth team with the addition of Pirate Esports. Prospective players are encouraged to contact the respective coach or the Athletic Director at (360) 417-6533.

## College Publications

Journalism students gain experience and credit while providing the college with the award-winning newspaper, *The Buccaneer*. Students contribute to stories and photos published online at [passthebuc.com](http://passthebuc.com).

Individuals may also gain publication experience by producing the college literary magazine, *Tidepools*, which is published annually. Anyone may submit materials to *Tidepools* in the fall of each year.

## Public Service Presentations

College staff members organize a wide variety of programs that are open to the general public as well as to students. They include:

**Studium Generale**—Lectures, forums, performances, and discussions are presented Thursdays in the Little Theater. Topics represent a variety of interests in the Humanities, Social Sciences, Natural Sciences, and Global Issues and are designed to contribute to a liberal arts education.

**Foothills Writers Series**—Readings by poets and writers of local, regional, and national note. Each quarter an "Open Mic" program gives students and other area writers an opportunity to share their poetry and prose.

**Writer-in-Residence**—Past writers include James Welch, Tim McNulty, Tess Gallagher, Robert Pyle, Debra Magpie Earling, Rick Bass, Mary Clearman Blew, Dan

O'Brien, Jacqui Banaszynski, Anna Castillo, Nancy Rawles, Carol Cassella, Lucia Perello, Jane Mead, and Cristina Garcia.

## Cultural Enrichment Drama/Music

Dramatic and musical productions performed in the College's Little Theater and Maier Performance Hall are a natural outgrowth of college courses. Additional opportunities for participation are available to students through Community Players, Port Angeles Symphony, Community Chorus, Olympic Theatre Arts, and numerous instrumental and vocal ensembles in the community.

## Longhouse & Art Gallery

Built in 2007, the Ṡaṡkʷustəṡáwtx̣w House of Learning Peninsula College Longhouse was the first longhouse in the nation built on a community college campus. The Longhouse was created in collaboration with the six area tribal nations: Hoh River Chalat', Quileute, Makah, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam. The House of Learning builds bridges of understanding and knowledge among tribes, students, educators, and visitors by establishing a special place on campus to gather for cultural ceremonies, community events, classes, workshops, study groups, and individual study. The Longhouse serves as a cultural and educational resource for understanding, honoring, and sharing our cultural heritages.

The Longhouse Art Gallery features exhibits by Native artists and provides a space for artists to share their work and culture with Peninsula College students, faculty, staff, community members, and visitors. Tribal artwork is featured throughout the Peninsula College campus. For more information, contact [longhouse@pencol.edu](mailto:longhouse@pencol.edu) or (360) 417-7992.

## Student Union Building

The Pirate Union Building (PUB) is an important campus gathering place and the destination point for student interaction, involvement, entertainment, and social and cultural activities. It is also the venue for student leadership opportunities in the College and community. In the PUB you will be able to connect with other students in a relaxed, informal setting and access a variety of student services, including student government offices, dining and lounge areas, the Bookaneer Campus Store, Campus Safety, and an Internet café. The facility also houses a small performance stage, a theater seating 250 people, and an Art Gallery. The PUB dining area is serviced by the Bookaneer Market & Deli, which offers an extensive

variety of healthy food options, as well as an espresso bar. The offices of the Associated Students (360) 417-6432 and the Associate Dean for Athletics and Student Life (360) 417-6533 are located adjacent to the main dining and lounge areas of the PUB, making them convenient to visit and easy for one to become involved in campus life. The Associated Students sponsor a wide variety of activities for enjoyment and enrichment in the PUB throughout the year, ranging from concerts to student talent shows, dances, and barbecues.

## Child Care

The Early Childhood Development Center offers a quality preschool and child care program for children, ages 3 to 5, of parents or guardians who are students, staff, or faculty at Peninsula College. This program is also open to community children if space is available.

The Early Childhood Development Center is located in Building K on the Peninsula College campus.

For information regarding hours of operation, eligibility, curriculum, fees, or other aspects of the program please visit our website at [pencol.edu/ECDC](http://pencol.edu/ECDC).

## Bookstore

The Bookaneer Campus Store is an essential component of campus life, providing materials and services designed to help students achieve academic success while promoting college activities to both students and our community. It offers course materials, including new and used textbooks, E-books, and textbook rentals. Computer software at academic prices, student supplies, Peninsula College pirate gear, and a large assortment of food and beverage items are also available. The Bookaneer also operates an e-commerce website for all your textbook and pirate gear needs.

The Bookaneer is conveniently located in the Pirate Union Building (PUB). Regular store hours are Monday through Friday with extended evening hours at the beginning of each quarter. Visit the Bookaneer online at [bookaneer.pencol.edu](http://bookaneer.pencol.edu) for hours and to browse and/or order merchandise, or call (360) 417-6440.

## Library

The John D. Glann Library connects members of the College and our communities to a variety of high-quality learning resources. The Library advances the College mission with research instruction, collections, learning spaces, and services that support courses and programs offered. Librarians and staff help all users find and use materials suited to their learning needs.

The online catalog shows our print holdings and connects to some of our electronic resources. The Library catalog is web-based and can be accessed from off-campus.

Our website provides access to subject-specific research and citation guides, streaming academic video content, full-text databases, and other specialized resources.

Collections include thousands of print and electronic titles, including books, e-books, magazines, journals, and newspapers. If we do not provide access to what you need, interlibrary loan services allow students, faculty, and staff to borrow from other libraries.

One-on-one research assistance is provided by a faculty librarian to help students develop research techniques while providing immediate assistance with specific assignments.

The Library is open Monday through Friday during the academic year, except for holidays and quarter breaks. For current hours visit [pencol.edu/library](http://pencol.edu/library).

You are encouraged to use our many resources for research, class-related projects, or independent learning. Faculty and staff are available to assist you.

## Learning Assistance Maier Hall Learning Center

Tutoring and learning assistance is open to students at all levels and abilities working on projects for any class, including online courses, in any discipline. The Math Lab and Computer Lab are located on the first floor of Maier Hall (Building E). The Writing Lab and Tutoring Services, located in the Library, include these free services: Writing Response, Research and Writing, and Tutoring/e-Tutoring.

## Writing Lab

At the Writing Lab students can make individual appointments for writing help or use the lab's computers to work on essays and research. The Writing Lab is open weekdays to all students engaged in writing projects in any discipline. Writing instructors staff the lab and respond to student writing. Students sign up for 30 or 60 minute response sessions. During these sessions responders will discuss the paper's strengths and weaknesses, focusing first on larger issues such as clarifying ideas, developing and supporting those ideas, structuring them for readability and coherence, and using mechanics (grammar and punctuation) for clarity. The lab can also help students understand an assignment's expectations and generate ideas before they begin their writing.

The computers in the Writing Lab are also open to students who would like a place to work independently on research and writing assignments. The computers have Microsoft Office and internet access, and a number of writing handbooks are available. Students also have access to a printer, and the library's study rooms and research help is just outside the door.

## Math Lab

The Math Lab is a drop-in tutoring center for math students. STEM (Science, Technology, Engineering and Math) program office hours are also sometimes held in the Math Lab.

## Computer Lab

The Computer Lab is available for students working on computer-based classes or for general use in any course.

## Tutoring

Tutoring is available to students at any level and ability free of charge. The following types of tutoring are available:

- One-on-one peer tutoring
- Writing response
- E-Tutoring (online tutoring assistance)
- Math assistance and computer help also are available in the math and computer labs (see above)

## Degree Requirements

### General Education Competencies (Institutional Core Competencies)

#### General Education Competencies

Since 1990, general education competencies define the basic academic skills all graduating students should possess upon completion of their studies. Arts and Sciences students achieve these skills as they move through their required and distribution courses. Professional and Technical students achieve them in the required courses. Students learn the core knowledge of each program and discipline as they take courses in these areas.

## I. Communications Competencies

- Comprehend, identify, and distinguish among the following when reading: main ideas, opinions, facts, inferences, ambiguities, assertions, conclusions, supporting materials
- Communicate in writing for a variety of purposes and audiences
- Speak effectively
- Listen actively and respond to different audiences

## II. Quantitative Reasoning Competencies

- Manipulate numbers (large and small), use common measurement systems, and solve simple linear algebraic problems
- Apply basic computational skills to practical applications
- Recognize functional relationships between and among measurable phenomena
- Apply systematic approaches and logic to solving quantitative problems
- Translate mathematical symbols into words and words into mathematical symbols

## III. Information Competencies

- Recognize and formulate an information need
- Find, access, and retrieve information
- Select and reject information within the context of a specific information need
- Evaluate the credibility of information and information sources
- Synthesize and apply information to meet an identified need
- Use basic computer applications

## IV. Critical Thinking Competencies

- Identify and troubleshoot problems
- Collect and apply data to solve problems
- Formulate, test, and evaluate potential solutions
- Recognize how individual perspectives and values influence critical thinking

## V. Personal & Interpersonal Competencies

- Recognize the importance of accepting ownership for one's own learning
- Work cooperatively and collaboratively with others
- Function under conditions of ambiguity, uncertainty, and conflict
- Recognize that humans influence, are influenced by, and are dependent upon larger environmental systems: physical, biological, and social



# Degrees, Programs, Certificates List

## Arts & Sciences Degrees (AA or AS)

- Associate in Arts
- Associate in Arts, Science, or Business - Honors
- Associate in Business
- Associate in Computer Science
- Associate in Nursing
- Associate in Science

## Bachelor's Degree

- Bachelor of Applied Science in Applied Management

## Professional Technical Programs (AAS, AAS-T, CERT)

- Addiction Studies
- Administrative Office Systems
- Advanced Manufacturing (inactive Fall, 2019)
- Automotive Technology (inactive Summer, 2021)
- Business Administration
- Commercial Driver's License
- Computer Applications Technology
- Construction Technology (formerly Green Building)
- Criminal Justice
- Cybersecurity & Computer Forensics
- Early Childhood Education
- Emergency Medical Technician
- Entrepreneurship
- Family Life Education
- Homeland Security/Emergency Management
- Hospitality and Ecotourism
- Information Technology
- Medical Assisting
- Medical Office Assisting
- Multimedia Communications
- Nursing Assistant
- Phlebotomy
- Sustainable Agriculture
- Welding

## Short-Term Certificates of Completion

For more detailed information on Certificates and on Short-Term Certificates specific to Professional Technical Programs, visit [pencol.edu/proftech](http://pencol.edu/proftech).

## Associate Degrees

Peninsula College's general education requirements for the Direct Transfer Agreement (DTA) Associate degrees

conform to the guidelines of the Washington Intercollege Relations Commission (ICRC) for direct transfer of Associate degree credits. Washington colleges and universities also accept these guidelines or have separate agreements with Peninsula College to grant junior status and waive their own general education requirements for students entering with the Associate in Arts degree. Major related programs based on the direct transfer agreement (DTA) follow the statewide agreement and share the same benefits.

To meet requirements for these degrees at Peninsula College you must complete a minimum of 90 credits, with a specified number of credits distributed among communications, distribution, and quantitative skills courses.

The distribution requirement is based upon the premise that a significant portion of undergraduate education should be characterized by a broad survey of human knowledge.

Distribution requirements consist of a minimum of 45 credits, with 15 credits earned in each of the broad areas of humanities, social sciences, and natural sciences. Communications and quantitative skills requirements are met with the completion of English Composition 101 and 102 and a mathematics course numbered 107 or above or PHIL& 120.

A specific course may not be credited toward more than one distribution area.

## Associate of Applied Science

**Associate of Applied Science (AAS) degrees and certificates** are awarded for completion of one of 26 professional and technical programs offered at Peninsula College. The programs are designed to prepare students for entry into specific occupations.

## Associate of Applied Science–Transfer (AAS-T) Degree

**The AAS-T degree** combines the competencies earned in a professional and technical program with college-level general education courses. The Associate in Applied Science–Transfer (AAS-T) degree is designed for transfer to specific four-year colleges and universities for students pursuing specific professional/technical programs. The AAS-T degree is not designed for general transfer.

Students who wish to transfer to four-year colleges, universities, or technical institutions in professional or technical programs should obtain the institution's catalog and review its requirements for junior-year standing in the program to which they would like to

transfer. Faculty advisors will work with you to develop an educational plan to meet requirements for transfer to the institution of your choice.

## Degree Requirements

- Completion of the courses required for each professional and technical program
- Communications, computation, and human relations courses as required by each program
- A minimum of 90 credits
- A cumulative grade point average of 2.0 or above

## Certificate Requirements

See individual program listings for specifics.

# Administrators, Faculty & Emeriti

## President's Administrative Cabinet

### **Luke P. Robins (2012)**

*President*

B.A., Wheaton College; M.S., Illinois State University; Ph.D., The University of Texas

### **Sharon T. Buck (2016)**

*Vice President, Instruction*

B.S., California State Polytechnic University, Pomona; M.S., University of Washington; Ed.D., Oregon State University

### **Jack R. Huls (2003)**

*Vice President, Student Services*

A.A., Highline Community College; B.S., Seattle Pacific University; M.Ed., Western Washington University

## Faculty

*\* Indicates an Associate Faculty member*

### **Kanyon Anderson\* (2017), English**

B.A., Western Washington University; M.A., Eastern Washington University

### **Randal D. Anderson (2001), Mathematics**

B.S., University of Texas; M.S., Northern Arizona University

### **Stacie L. Bell (1996), Chemical Dependency**

B.A., Central Washington University

### **Steve Belz (2016), Ceramics**

B.S., Evergreen State College; M.A., Kansas State University

### **Barbara Blackie (2007), Biology**

B.A., Miami University; M.Ed., Lesley University; M.S., Oregon State University

### **Kathy Brown (2015), Nursing**

B.S.N., Lakeview College of Nursing; M.S.N., Kaplan University

### **Michael Cassella-Blackburn (2004), History**

B.A., University of Oregon; M.A., University of Kansas; Ph.D., Syracuse University

### **Wes Cecil\* (2004), English**

B.A., California State, Fresno; M.A., Ph.D., Indiana University

### **Sean S. Gomez (2008), English as Second Language**

B.A., University of California, Los Angeles; M.S., Shenandoah University

### **Angela Graff (2018) Nursing**

B.S., M.S. Gonzaga University

### **Mike Hansen (2008), Automotive**

Peninsula College

### **J. Brian Hauge (2004), Terrestrial Field Biology**

B.S., M.S., South Dakota State University; Ph.D., Auburn University

### **Joseph Johnson (2015), Nursing**

B.S.N., M.S.N., University of Washington

### **David P. Jones (2008), Music**

B.M., University of Washington; M.M., New England Conservatory; D.M., Indiana University

### **Tom K. Kim (2008), Mathematics**

B.A., M.A., California State University, Fullerton; Ph.D., University of California, Davis

### **Tanya Knight (2015), Information Technology**

B.A.S., Peninsula College; M.A., Concordia University

### **Ritu S. Lauer (2008), International Studies**

B.A., University of Delhi; M.A., Ph.D., University of Denver

### **Helen Lovejoy (2011), English**

B.A., Scripps College; M.A., Ph.D., University of California, Riverside

### **Janet Lucas (2010), English**

B.A., M.A., Eastern Washington University; Ph.D. Indiana University of Pennsylvania

**Paul S. Mattson (2013), Psychology**

B.A. University of Kansas; M.S., Ph.D., Washington State University

**Michael Paul Miller (2008), Art**

B.F.A., University of Wisconsin, Oshkosh; M.F.A., University of Wisconsin, Madison

**Michael Mills (2014), English/Art**

A.A., College of the Redwoods; B.A., M.A., University of Arkansas

**Andrea L. Motyka (2004), Mathematics**

B.S., State University College of NY; M.Ed., Ph.D., State University of New York

**Erin Kate Murphy\* (2008), International English**

B.A., Wesleyan University; M.A., Northern Arizona University

**Rachel Pairsh (2013), Medical Assisting**

A.A.S., Peninsula College

**Rae Rawley (2016), Bachelor of Applied Science**

A.A.S., Arizona Western College; B.A., Western International University; M.A., Arizona State University; Ph.D., Gonzaga University

**Kate Reavey\* (2017), English**

B.A., Trinity College; M.A., University of California, Davis; Ph.D., Union Institute and University

**Richard J. Riski\* (2000), Journalism**

B.S., Ohio State University; M.A., University of Memphis

**Zachary K. Rutledge (2016), Mathematics**

B.A., Vanderbilt University; M.A., Indiana University; PhD., Indiana University

**Margaret Siemion (2018), Nursing**

B.S., University of Washington; M.S., Western Governor's University

**Marina Shipova (2014), Multimedia Communications**

M.F.A., Vladimir State University for the Humanities

**Jill M. Snyder (1998), Business/Accounting**

B.A., Pacific Lutheran University; M.Ed., Western Washington University; C.P.A., State of Washington; Ed.D., Walden University

**Sherry B. Sparrowk (1997), Administrative Office Systems**

B.S., Walla Walla College; M.A., Pacific Lutheran University

**Lara E. Starcevich (2008), Speech/Theater**

B.A., Vassar College; M.A., Wimbledon School of Art; Ph.D., University of Colorado

**Daniel Stengel (1994), Political Science**

B.A., Humboldt State University; M.A., Ph.D., Michigan State University

**Matthew Teorey (2005), English**

B.A., Northwestern University; M.A., Central Washington University; Ph.D., University of New Mexico

**Cheyenne Tuller (2018), English**

B.A., University of Tulsa; M.A., Washington State University

**Eric Waterkotte (2012), I. T. Cybersecurity**

B.S., B.A., Northern Arizona University; M.S., University of Washington

**Benjamin Weintraub (2011), Chemistry**

B.A., University of California, Berkeley; Ph.D., Georgia Institute of Technology

**Tim Williams (2012), Librarian**

B.A., University of North Carolina; M.A., Wake Forest University; M.L.I.S., University of North Carolina

**Jeffery Zirul (2018), Physics**

B.S., M.S., University of Washington

## Emeriti

Retired Peninsula College faculty and administrators who have worked for the college for at least 10 years are eligible for recommendation for inclusion on the college Emeriti list.

**Phillip D. Adams, Counseling (1974-2010)****Marjorie Avalon, English (1961-1979)****Thelma Barnes, Nursing (1963-1975)****Karl Baumwell, Criminal Justice (1984-1997)****Leonard W. Beil, Director of Vocational Education (1970-1981)****Ruth A. Bopp, Secretarial Science (1969-1985)****Evelyn Boyd, Purchasing Agent (1985-2017)****Richard Brauning, Mathematics (1968-2000)****Gary Brown, Computer Electronics (1980-2001)****Allan A. Carr, Vice President (1980-2001)****Bonnie Cauffman, HR Director/HR (4/16/1979-1/08/2016)****Philip L. Churchley, Chemistry (1961-1996)**

Barbara Clampett, Family Life Education (1973-2006)

Yvette Cline, Professor (1988-2019)

Stan Compton, Computer Science (1989-2003)

Paul G. Cornaby, President (1975-1992)

William Cozzolino, Corrections Training (1997-2011)

Dennis Crabb, Music (1988-2011)

Kathleen O. Craven, Nursing (1993-2015)

Grace Crawford, English/Literature (1988-2006)

Ronald Crawford, Physics/Physical Science (1965-2004)

J. Michael Daniel, Math (1995-2014)

Marca Davies, Nursing (1998-2013)

Alice Derry, English/German (1980-2009)

Dorothy Drain, History (1996-2003)

Paula Doherty, VP of Institutional Effectiveness (1972-2015)

L. Jane Emmenegger, Director of Library Services (1969-1982)

Jack Estes, English (1967-1991)

David Estrem (1992-2008)

Joan Ethier, Vice President (1993-2003)

John Evans, Mathematics (1964-2000)

Helen Farrington, Nursing (1972-1989)

Arthur Feiro, Dean of Students (1961-1982)

Richard Fisch, History (1961-1987)

Deborah Frazier, VP Finance and Administration (2007-2018)

George Galles, Accounting (1961-1977)

Jack Ganzhorn, Professor (1990 - 2019)

Janice A. Gardner (1991-2017)

William D. Garrison, Computer Technology (1983-2002)

Carmen Germain, English (1987-2011)

Douglas Gilleland, Automotive Technology (1972-1992)

Jenny T. Gouge, Medical Assisting (1996-2013)

Thomas Grimes, Professor (1993-2019)

Thomas Hanley, Adult Basic Education (1995-2013)

Karen Hart, Professor/Instruction (9/17/1981-6/21/2016)

Richard Hendry, Counseling (1970-1998)

Thomas Hostetler, Speech (1968-1997)

Bev Hott, Basic Skills (1986-2014)

Beth Hover, Program Assistant/Instruction (8/07/2006-8/30/2018)

Ken Jacobsen, Computer Technology (1978-2009)

Diane Johnson, Family Life Education (1978-1997)

Fred Johnson, Fisheries, posthumous (1998-2008)

Thomas Keegan, President (2001-2012)

Jonathan Koehler, Bookstore Manager, posthumous (1997-2007)

Robert Lawrence-Markarian, Workforce Director (1993-2013)

Gary Ledbetter, Corrections Education (1987-2013)

Marjorie Lindberg, Mathematics (1981-1997)

Jon J. Livingston, Physical Education (1969-1994)

William E. Lucas, English (1965-1981)

H. James Lunt, Associate Dean, Financial Aid, Athletics (1969-2001)

Matthew J. Lyons, Director Higher Ed, Jefferson County (1999-2013)

Jerry Machenheimer, Information Tech. Specialist 4/IT (4/01/1996-03/31/2016)

E. John Maier, President (1961-1975)

N. Ross Maloney, Economics, Business Administration (1962-1989)

Roberta T. Mantooth, Journalism (1975-2000)

Pamela Maurides, Faculty (1998-2017)

Jeff Mauger, Anthropology/Sociology (1994-2014)

Vici McLaughlin, Information Technology (1996-2015)

Paul D. McCarrell, Associate Dean, Vocational Education and Counseling (1981-1993)

Cheryl McCurdy, Nursing (1991-2015)

Mickie McNeil, HR Consultant 2/HR (7/10/2000-9/06/2016)

Lucile C. Mealey, Executive Assistant to President/Personnel Director (1975-1988)

George (Bill) E. Merrill, Art (1970-2014)

James Shawn Moore, Spanish (1968-2002)

Wilfred J. Morrish, Business, Mid-Management (1968-1988)

Carolyn Muir, Administration (1995-2007)

Kathy Murphy-Carey, Counseling (1975-2013)

Ted Noel, Corrections Training (1999-2015)

Linda Nutter, Information Technology (1985-2008)

Steven Olson, English (1991-2009)

J. Phipps, Professor/Correctional Faculty (2/16/1999-4/08/2016)

M. Frances Prindle, Dean of Instruction (1975-1990)

Bonnie Rathod, Nursing (1998-2015)

Jon Purnell, Surveying/Geomatics (1997-2007)

Werner C. Quast, Political Science/Philosophy/German (1962-1993)

Dolores Reher, Nursing (1975-1989)

Ginger Sanford, Fiscal Tech 3/Business Services (9/17/1990-8/20/2018)

Thomasine L. Schwent, Nursing (1974-2001)

H. Joy Sheedy, Director, Educare Center (1982-2001)

Evelyn M. Short, Dean of Basic Skills (1988-2014)

Dona Smasal, Administrative Assistant (1982-2012)

Lawrence Smith, Mathematics (1994 – 2018)

Steve Snyder, Professor/Instruction (9/16/1977-3/31/2016)

Margaret Holm Spillane, English (1962-1986)

William Spring, Psychology (1991-2012)

Gary Stocker, Automotive Technology (1985-1988 and 1992-1999)

Craig S. Switzer, Technical Engineering (1972-1993)

Frank H. Thayer, Dean of Administrative Services (1965-1992)

Frederick S. Thompson, English/Humanities (1979-2010)

Edward Tisch, Biology/Botany, posthumous (1966-2007)

Dan Underwood, Professor, (1992- 2019)

Nancy Vannausdle, Program Coordinator, Basic Education for Adults (2002-2017)

George Van Deusen, Engineering (1969-2000)

Phyllis L. Van Holland, Director of Communications (1991-2015)

James Walton, Vice President (1980-2001)

W. Laurence Welch, Education, Reading (1968-1990)

Thomas Wells, Diesel Technology (1971-1999)

Bob Willicut, Counseling (1972-2001)

John M. Willits, Jr., Technical Engineering (1968-1995)

Cheryl B. Young, DOC Curriculum Designer (1988-2014)

Floyd F. Young, Dean of Instruction (1961-1987)

Philip Young, Corrections Training (1987-2013)

## Things You Should Know

### Catalog Information

This catalog is designed to provide information for anyone planning to attend Peninsula College. Although the college staff has attempted to make it as

comprehensive and accurate as possible, the catalog may contain errors, and program changes may occur during the one year the current catalog is used.

Peninsula College reserves the right to cancel courses. While each individual may work with a Peninsula College advisor, you retain personal responsibility for meeting requirements in this catalog and for being aware of any changes in provisions and requirements.

Selected programs of study at Peninsula College are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECT/SAA) for enrollment of those eligible to receive benefits under the Title 38 and Title 10, USC.

## Nondiscrimination and Anti-Harassment Policy

Board Procedure Number: 501

Date Adopted: June 13, 2005

Dates Revised: June 12, 2007;

December 9, 2008; June 14, 2011;

January 10, 2012; June 11, 2013; June 11, 2015

### A. Introduction

Peninsula College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act, and Washington State's Law Against Discrimination, Chapter 49.60 RCW, and their implementing regulations. Employees are also protected from discrimination for filing a whistleblower complaint with the Washington State Auditor.

### B. Definitions

1. Harassment: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward individuals because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so substantially interferes with the individual's employment, education, or access to College programs, activities, and opportunities.

2. Sexual Harassment: a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic, and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment:

- Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs.
- Quid Pro Quo Sexual Harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

3. Sexual Violence: Sexual Violence is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

- Nonconsensual sexual intercourse is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
- Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
- Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
- Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.
- Stalking means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances

where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent.

- Consent: knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

### C. Designee

The following College official is designated to handle inquiries regarding this policy:

Director of Human Resources, Title IX/EEO Coordinator  
Contact: [titleixcrd@pencol.edu](mailto:titleixcrd@pencol.edu)  
Address: 1502 E. Lauridsen Blvd., Port Angeles, WA 98362  
Phone: (360) 417-6212

## Discrimination and Harassment Complaint Procedure

### A. Introduction

Peninsula College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, or honorably discharged veteran or military status, or use of trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and

their implementing regulations. Employees are also protected from discrimination for filing a whistleblower complaint with the Washington State Auditor. To this end, Peninsula College has enacted policies prohibiting discrimination against any harassment of members of these protected classes. Any individual found to be in violation of these policies will be subject to disciplinary action up to and including dismissal from the College or from employment. Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the College's Title IX/EEO Coordinator/Deputy identified below. If the complaint is against that Coordinator/Deputy, the complainant should report the matter to the president's office for referral to an alternate designee.

The College encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or verbally. For complainants who wish to submit a written complaint, a formal complaint form is available online at [pencol.edu/student-rights-and-policies/informational-stop-discrimination](http://pencol.edu/student-rights-and-policies/informational-stop-discrimination). Hardcopies of the complaint form are available in the Human Resource Office, C34.

### B. Role of the Title IX/EE Coordinator and/or Deputy Coordinator

Director of Human Resources, Title IX/EEO Coordinator  
Contact: [titleixcrd@pencol.edu](mailto:titleixcrd@pencol.edu)  
Address: 1502 E. Lauridsen Blvd., Port Angeles, WA 98362  
Phone: (360) 417-6212

The Title IX/EEO Coordinator/Deputy Coordinator or designee:

- will accept all complaints and referrals from College employees, applicants, students, and visitors;
- will make determinations regarding how to handle requests by complainants for confidentiality;
- will keep accurate records of all complaints and referrals for the required time period;
- may conduct investigations or delegate and oversee investigations conducted by a designee;
- may impose interim remedial measures to protect parties during investigations of discrimination or harassment;
- will issue written findings and recommendations upon completion of an investigation; and
- may recommend specific corrective measures to stop, remediate, and prevent the recurrence of inappropriate conduct.

## C. Definitions

1. Complainant: employee(s), applicant(s), student(s), or visitors(s) of Peninsula College who alleges that she or he has been subjected to discrimination or harassment due to his or her membership in a protected class.

2. Complaint: a description of facts that allege violation of the College's policy against discrimination or harassment.

3. Consent: knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

4. Discrimination: conduct that harms or adversely affects any member of the College community because of her/his race; color; national origin; sensory, mental or physical disability, use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. Harassment is a form of discrimination.

5. Harassment: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward individuals because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs. Petty slights, annoyances, offensive utterances, and isolated incidents (unless extremely serious) typically do not qualify as harassment. Examples of conduct that could rise to the level of discriminatory harassment include but are not limited to the following:

- Epithets, "jokes," ridicule, mockery, or other offensive or derogatory conduct focused upon an individual's membership in a protected class.
- Verbal or physical threats of violence or physical contact directed towards an individual based upon their membership in a protected class.
- Making, posting, emailing, texting, or otherwise circulating demeaning or offensive pictures, cartoons, graffiti, notes, or other materials that relate to race, ethnic origin, gender, or any other protected class.

6. Protected Class: persons who are protected under state or federal civil rights laws, including laws that prohibit discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal.

7. Resolution: the means by which the complaint is finally addressed. This may be accomplished through informal or formal processes, including counseling, mediation, or the formal imposition of discipline sanction.

8. Respondent: person or persons who are members of the campus community who allegedly discriminated against or harassed another person or persons.

9. Sexual Harassment: a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic, and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment:

- Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs.
- Quid Pro Quo Sexual Harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

10. Sexual Violence: incorporates the definition of "sexual harassment" and means a physical sexual act perpetrated without clear, knowing, and voluntary consent, such as committing a sexual act against a person's will, exceeding the scope of consent, or where the person is incapable of giving consent including rape, sexual assault, sexual battery, sexual coercion, sexual exploitation, gender or sex-based stalking. The



term further includes acts of violence in a dating and/or domestic relationship. A person may be incapable of giving consent by reason of age, threat, or intimidation, lack of opportunity to object, disability, drug or alcohol consumption, or other causes.

## D. Who May File a Complaint

The college may file a complaint. Complaints may be submitted in writing or verbally. The College encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a written complaint, a formal complaint form is available online at [pencol.edu/student-rights-and-policies/informational-stop-discrimination](http://pencol.edu/student-rights-and-policies/informational-stop-discrimination). Hard copies of the complaint form are available at the Human Resource Office, C34. Any person submitting a discrimination complaint shall be provided with a written copy of the College's anti-discrimination policies and procedures.

## E. Confidentiality and Right to Privacy

Peninsula College will seek to protect the privacy of the complainant to the full extent possible, consistent with the legal obligation to investigate, take appropriate remedial and/or disciplinary action, and comply with the federal and state law, as well as Peninsula College policies and procedures. Although Peninsula College will attempt to honor complainants' requests for confidentiality, it cannot guarantee complete confidentiality. Determinations regarding how to handle requests for confidentiality will be made by the Title IX/EEO Coordinator/Designee.

**1. Confidentiality Requests and Sexual Violence Complaints:** The Title IX/EEO Coordinator/Designee will inform and obtain consent from the complainant before commencing an investigation into a sexual violence complaint. If a sexual violence complainant asks that his or her name not be revealed to the respondent or that the College not investigate the allegation, the Title IX/EEO Coordinator/Designee will inform the complainant that maintaining confidentiality may limit the College's ability to respond fully to the allegations and that retaliation by the respondent and/or others is prohibited. If the complainant still insists that his or her name not be disclosed or that the College not investigate, the Title IX/EEO Coordinator/Designee will determine whether the College can honor the request and at the same time maintain a safe and non-discriminatory environment for all members of the College community, including the complainant.

**2. Factors to be weighed during this determination may include, but are not limited to:**

- the seriousness of the alleged sexual violence;
- the age of the complainant;

- whether the sexual violence was perpetrated with a weapon;
- whether the respondent has a history of committing acts of sexual violence or violence or has been the subject of other sexual violence complaints;
- whether the respondent threatened to commit additional acts of sexual violence against the complainant or others; and
- whether relevant evidence can be obtained through other means (e.g., security cameras, other witnesses, physical evidence).

If the College is unable to honor a complainant's request for confidentiality, the Title IX/EEO Coordinator/Designee will notify the complainant of the decision and ensure that complainant's identity is disclosed only to the extent reasonably necessary to effectively conduct and complete the investigation.

If the College decides not to conduct an investigation or take disciplinary action because of a request for confidentiality, the Title IX/EEO Coordinator/Designee will evaluate whether other measures are available to limit the effects of the harassment and prevent its recurrence and implement such measures if reasonably feasible.

## F. Investigation Procedure

Upon receiving a discrimination complaint, the College shall commence an impartial investigation. The Title IX/EEO Coordinator/Designee shall be responsible for overseeing all investigations. Investigations may be conducted by the Title IX/EEO Coordinator or his or her designee. If the investigation is assigned to someone other than the Title IX/EEO Coordinator, the Title IX/EEO Coordinator/Designee shall inform the complainant and respondent(s) of the appointment of an investigator.

**1. Interim Measures:** The Title IX/EEO Coordinator/Designee may impose interim measures to protect the complainant and/or respondent pending the conclusion of the investigation. Interim measures may include, but are not limited to, imposition of no contact orders, rescheduling classes, temporary work reassignments, referrals for counseling or medical assistance, and imposition of summary discipline on the respondent consistent with the College's student conduct code or the College's employment policies and collective bargaining agreements.

**2. Investigation:** Complaints shall be thoroughly and impartially investigated. The investigation shall include, but is not limited to, interviewing the complainant and the respondent, relevant witnesses, and reviewing relevant documents. The investigation shall be concluded within a reasonable time, normally 60 days

barring exigent circumstances. At the conclusion of the investigation, the investigator shall set forth his or her findings and recommendations in writing. If the investigator is a designee, the investigator shall send a copy of the findings and recommendations to the Title IX/EEO Coordinator/Designee. The Title IX/EEO Coordinator/Designee shall consider the findings and recommendations and determine, based on a preponderance of the evidence, whether a violation of the discrimination and harassment policy occurred, and if so, what steps will be taken to resolve the complaint, remedy the effects on any victim(s), and prevent its recurrence. Possible remedial steps may include, but are not limited to, referral for voluntary training/counseling, development of a remediation plan, limited contact orders, and referral and recommendation for formal disciplinary action. Referrals for disciplinary action will be consistent with the student conduct code or College employment policies and collective bargaining agreements.

3. **Written Notice of Decision:** The Title IX/EEO Coordinator/Designee will provide each party and the appropriate student services administrator or appointing authority with written notice of the investigative findings and of actions taken or recommended to resolve the complaint, subject to the following limitations. The complainant shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint, if any, only to the extent that such findings, actions, or recommendations directly relate to the complainant, such as a finding that the complaint is or is not meritorious or a recommendation that the accused not contact the complainant. The complainant may be notified generally that the matter has been referred for disciplinary action. The respondent shall be informed in writing of the findings and of actions taken or recommended to resolve the complaint and shall be notified of referrals for disciplinary action. Both the complainant and the respondent are entitled to review any final findings, conclusions, and recommendations, subject to any FERPA confidentiality requirements.

4. **Informal Dispute Resolution:** Informal dispute resolution processes, like mediation, may be used to resolve complaints, when appropriate. Informal dispute resolution shall not be used to resolve sexual discrimination complaints without written permission from both the complainant and the respondent. If the parties elect to mediate a dispute, either party shall be free to discontinue mediation at any time. In no event shall mediation be used to resolve complaints involving allegations of sexual violence.

5. **Final Decision and/or Reconsideration:** Either the complainant or the respondent may seek reconsideration of the decision by the Title IX/EEO

Coordinator/Designee. Requests for reconsideration shall be submitted in writing to the Title IX/EEO Coordinator/Designee within seven calendar days of receiving the decision. Requests must specify which portion of the decision should be reconsidered and the basis for reconsideration. If no request for reconsideration is received within seven calendar days, the decision becomes final. If a request for reconsideration is received, the College President or designee shall respond within fourteen calendar days. The President or designee shall either deny the request or, if the President or designee determines that the request for reconsideration has merit, issue an amended decision. Any amended decision is final and no further reconsideration is available.

## G. Publication of Anti-Discrimination Policies and Procedures

The policies and procedures regarding complaints of discrimination and harassment shall be published and distributed as determined by the president or president's designee. Any person who believes he or she has been subjected to discrimination in violation of College policy will be provided a copy of these policies and procedures.

## H. Limits to Authority

Nothing in this procedure shall prevent the College President or designee from taking immediate disciplinary action in accordance with Peninsula College policies and procedures, and federal, state, and municipal rules and regulations.

## I. Non-Retaliation, Intimidation, and Coercion

Retaliation by, for, or against any participant (including complainant, respondent, witness, Title IX/EEO Coordinator/Designee, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individual(s) as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation or any resulting disciplinary proceedings is prohibited and is conduct subject to discipline. Any person who thinks he/she has been the victim of retaliation should contact the Title IX/EEO Coordinator/Designee immediately.

## J. Criminal Complaints

Discriminatory or harassing conduct may also be, or occur in conjunction with, criminal conduct. Criminal complaints may be filed with the following law enforcement authorities:

**City of Port Angeles Police Department**

321 East 5th Street, Port Angeles WA 98362

Phone: (360) 452-4545

[wa-portangeles.civicplus.com/288/Police-Department](http://wa-portangeles.civicplus.com/288/Police-Department)

**City of Forks Police Department**

500 East Division Street, Forks WA 98331

Phone: (360) 374-2223

[forkswashington.org/police-and-corrections](http://forkswashington.org/police-and-corrections)

**City of Port Townsend Police Department**

1925 Blain Suite 100, Port Townsend WA 98368

Phone: (360) 385-2322

[cityofpt.us/police.htm](http://cityofpt.us/police.htm)

**Clallam County Sheriff Department**

223 East 4th Street, Port Angeles WA 98362

Phone: (360) 417-2459

[clallam.net/sheriff](http://clallam.net/sheriff)

**Jefferson County Sheriff Department**

79 Elkins Road, Port Hadlock WA 98339

Phone: (360) 385-3831

[jeffersonsheriff.org](http://jeffersonsheriff.org)

The College will proceed with an investigation of harassment and discrimination complaints regardless of whether the underlying conduct is subject to civil criminal prosecution.

**K. Other Discrimination Complaint Options**

Discrimination complaints may also be filed with the following federal and state agencies:

**Washington State Human Rights Commission**

[hum.wa.gov](http://hum.wa.gov)

**U.S. Dept. of Education Office for Civil Rights**

[www2.ed.gov/about/offices/list/ocr](http://www2.ed.gov/about/offices/list/ocr)

**Equal Employment Opportunity Commission**

[eeoc.gov](http://eeoc.gov)

## Drug and Alcohol Abuse Prevention

Peninsula College is concerned about the safety and welfare of students, employees, and members of the community while they utilize college facilities and grounds. In the interest of providing and maintaining an environment free from crime, illicit drug use, and the abuse of alcohol and in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 we have adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs or abuse of alcohol by students and employees.

## Confidentiality of Student Records

Peninsula College complies with the Buckley Family Educational Rights and Privacy Act of 1974 (FERPA) regarding confidentiality of student records and release of personally identifiable information.

In order to respect the privacy rights of individuals, only limited information about students can be released to individuals off campus without the express written permission of the student. Federal laws concerning the privacy rights of students and college policy provide the basis for these procedures. See the College website at [pencol.edu](http://pencol.edu) for detailed information.

## Limitation of Liability

The College's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the College for those classes or programs. In no event shall the College be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

## Contact Information

### Departments

**Admissions/Advising**

Phone: (360) 417-6340

Toll-free: (877) 452-9277

Email: [studentservices@pencol.edu](mailto:studentservices@pencol.edu)

**Arts & Sciences**

Dr. Janet Lucas

Phone: (360) 417-6221

Email: [jlucas@pencol.edu](mailto:jlucas@pencol.edu)

**Athletics/Student Programs**

Rick Ross  
Phone: (360) 417-6533  
Fax: (360) 417-6547  
Email: rross@pencol.edu

**Basic Education for Adults**

Amie Batton  
Phone: (360) 417-7981  
Email: abatton@pencol.edu

**Bookaneer Campus Store**

Phone: (360) 417-6440  
bookaneer@pencol.edu  
Email: bookaneer.pencol.edu

**Business Services**

Phone: (360) 417-6232  
Email: businessoffice@pencol.edu

**Campus Safety**

Marty Martinez Phone: (360) 417-6559  
Email: mmartinez@pencol.edu  
In an emergency dial 911

**Cashiering Services**

Phone: (360) 417-6340  
Email: cashier@pencol.edu

**Center for Teaching and Learning**

Dr. Bruce Hattendorf  
Phone: (360) 417-6238  
Email: bhattendorf@pencol.edu

**Child Care**

Christina Heistand  
Phone: (360) 417-6530  
Email: cheistand@pencol.edu

**Distance Learning**

Vicki Sievert  
Phone: (360) 417-6272  
Email: vsievert@pencol.edu

**Financial Aid**

Phone: (360) 417-6390  
Fax: (360) 417-6395  
Email: financialaid@pencol.edu

**Foundation**

Getta Rogers  
Phone: (360) 417-6400  
Email: grogers@pencol.edu

**International Programs**

Sophia Iliakas-Doherty  
USA Country Code: 1  
Phone: (360) 417-6491  
Email: sdoherty@pencol.edu

**Library/Media Center**

Phone: (360) 417-6280  
Fax: (360) 417-6295  
Email: pclibrary@pencol.edu

**Longhouse**

Sadie Crowe  
Phone: (360) 417-7992  
Email: scrowe@pencol.edu

**Maintenance Facilities/Information Center**

Phone: (360) 452-9277, Ext. 0  
Email: room.info@pencol.edu

**Marketing and Communications**

Grace Kendall  
Phone: (360) 417-6538  
Email: gkendall@pencol.edu

**Public Information Office**

Kari Desser  
Phone: (360) 417-6291  
Email: kdesser@pencol.edu

**President's Office**

Kelly Griffith  
Phone: (360) 417-6201  
Fax: (360) 417-6220  
Email: kgriffith@pencol.edu

**Registration**

Phone: (360) 417-6340  
Toll-free: (877) 452-9277  
Email: admissions@pencol.edu

**Student Services**

Phone: (360) 417-6340  
Email: studentservices@pencol.edu  
Toll-free: (877) 452-9277, Ext. 6340  
Video Phone: (360) 406-4759

**Testing/Placement Services**

Phone: (360) 417-6346  
Email: testing@pencol.edu

**Professional Technical Education**

Mia Boster  
Phone: (360) 417-6341  
Email: mboster@pencol.edu

**Veterans Services**

Phone: (360) 417-6340  
Email: veterans@pencol.edu

**Web Manager**

Emma Janssen  
Phone: (360) 417-6503  
Email: ejanssen@pencol.edu

**DSHS Partnership Programs**

Willow Peppers

Phone: (360) 417-6351

Email: [wpeppers@pencol.edu](mailto:wpeppers@pencol.edu)

## Campus Contacts

**Peninsula College**

1502 East Lauridsen Blvd.

Port Angeles, Washington 98362

Phone: (360) 452-9277

Toll free: (877) 452-9277

Video Phone: (360) 406-4759

Fax: (360) 457-8100

**PC Forks**

*Mailing Address:*

P.O. Box 330

Forks, Washington 98331

*Physical Address:*

481 South Forks Avenue

Forks, WA 98331

Phone: (360) 374-3223 or (360) 374-9881

Fax: (360) 374-9738

Email: [dscannell@pencol.edu](mailto:dscannell@pencol.edu)

**PC Port Townsend**

Fort Worden State Park

202 Eisenhower Avenue

Port Townsend, Washington 98368

Phone: (360) 385-4605

Fax: (360) 385-4570

Email: [pt@pencol.edu](mailto:pt@pencol.edu)

## Course Numbers

### 011-99

Courses with these numbers are used to strengthen basic academic skills and to prepare students for entry into college-level courses.

### 100-299

The 100 series is ordinarily for freshmen and the 200 series for sophomores.

### 300-499

The 300 and 400 series pertain to courses in the Bachelor of Applied Science Program.

## Common Course Numbering

**ACCT& 202**  
**PRINCIPLES OF ACCOUNTING II**

**5 CREDITS**

Courses that are common to most Washington community colleges have been given common course numbers to help students transfer more easily between community colleges in the state. Common courses are identified by an "&" following the department/class name. Transfer courses that are not listed as "common" will still transfer under the Direct Transfer Agreement as in the past. Link to [pencol.edu](http://pencol.edu) for a full listing of common course numbering. If you have any questions, contact the Student Services Office at (360) 417-6596.

## Symbols Used in Course Descriptions

**CC** Courses meeting Composition Communications Skills requirement

**QS** Courses meeting Quantitative Skills requirement

**H** Courses meeting distribution credit in Humanities.

**SS** Courses meeting distribution credit in Social Sciences

**NS** Courses meeting distribution credit in Natural Sciences

**E** Courses meeting Elective credit

**P** Performance courses. A minimum of three (3) credits and a maximum of five (5) credits in one area meet distribution credit in Humanities

The college reserves the right to add or delete courses or change the quarter in which a course is offered.

# Accounting

## **ACCT& 201: Principles of Accounting I**

Emphasis on nature of accounting as a system of information for decision making. Specific topics include basic financial statements, the accounting cycle, forms of business organization, financial assets, inventories, and depreciation. (E)

### **Course Student Learning Outcomes**

1. Prepare and interpret financial statements for decision making in accordance with generally accepted accounting principles.
2. Describe internal controls and their function in accounting.
3. Analyze and record business transactions, adjusting entries, and closing entries throughout the accounting cycle.
4. Compute and analyze the valuation and presentation of financial assets in the financial statements.
5. Describe how the accounting equation helps to understand, analyze, and communicate the effects of business transactions and events in the financial statements.
6. Explain and apply basic valuation theories of inventory.

**Credits:** 5

### **Prerequisites:**

MATH 090/091 or AMATH 121 or concurrent enrollment.

## **ACCT& 202: Principles of Accounting II**

Study of accounting is continued through specific topics, including liabilities, stockholder's equity, statement of cash flows, financial statement analysis, and global and management accounting. (E)

### **Course Student Learning Outcomes**

1. Define the opportunities and challenges associated with operating in a diverse and global business environment.
2. Demonstrate how to report and analyze plant assets, liabilities, and owners' equity transactions.
3. Prepare, analyze, and evaluate a classified income statement.
4. Prepare, analyze, and evaluate the changes in the corporate retained earnings.
5. Prepare, analyze, and evaluate a statement of cash flows.
6. Analyze comparative financial statements using problem solving and critical thinking skills using appropriate technical accounting knowledge.
7. Explain and apply the three principles guiding the design of management accounting systems.

**Credits:** 5

### **Prerequisites:**

2.0 or higher in ACCT& 201.

## **ACCT& 203: Principles of Accounting III**

Managerial concepts are explored through accounting systems, management reports, and special analysis for decision making; cost-volume-profit analysis; incremental analysis; responsibilities accounting; operational and capital budgeting; and standard cost systems. (E)

### **Course Student Learning Outcomes**

1. Compare and contrast managerial accounting from financial accounting.
2. Determine product costs using job order and process costing systems.
3. Analyze, compute, and evaluate problems related to cost-volume-profit and incremental analysis.
4. Prepare budget data and determine their use in planning and control.
5. Evaluate business challenges and opportunities using managerial accounting concepts.

**Credits:** 5

### **Prerequisites:**

2.0 or higher in ACCT& 202.

**ACCT 215: Quickbooks**

Learn the fundamentals of Quickbooks Pro, a popular general ledger software package for small and medium sized businesses. Coverage of vendors and customers transactions, inventory activities, bank transactions, financial reports, end of period procedures, payroll and other key accounting procedures.

**Course Student Learning Outcomes**

1. Record transactions for service and inventory businesses—from simple to complex—that simulate real-world occurrences.
2. Prepare, analyze, customize, and create a variety of reports.
3. Close an accounting period.
4. Create a new company file.
5. Customize QuickBooks to fit the needs of an individual company.
6. Prepare a payroll in Quickbooks.

**Credits: 5**

## Addiction Studies

**HSSA& 101: Introduction to Addictive Drugs**

Definitions of alcohol and other drug use and abuse; alcoholism and other addictions; history and types of chemical dependency; impact on individual, family, and society. (E)

**Course Student Learning Outcomes**

1. Define addiction as a disease in a whole-person (holistic) perspective.
2. Discuss between various kinds of addiction.
3. Identify basic facts regarding the impact of addiction on the individual, family and society.
4. Report symptoms of addiction and identify those affected.
5. Explain family dynamics/co-dependency concepts in regard to addiction.
6. List various support systems for recovery.

**Credits: 5**

**HSSA 105: Phys/Pharm of Alcohol and Drugs**

Physical effects of alcohol and other drugs on the body. Designed to meet primary certification requirements for chemical dependency counseling.

**Course Student Learning Outcomes**

1. Report the actions of drugs on the body.
2. Report drug classifications.
3. Report the use of drugs throughout history.
4. Define and explain co-occurring disorders.
5. Describe MAT for opiate addictions.
6. Report naloxone as an antidote for opiate overdose.

**Credits: 5**

**HSSA 115: Counseling I**

Familiarization with skills commonly used for individual and family counseling. Includes attending, paraphrasing, reflecting feelings, summarizing, probing, self-disclosure, interpreting, and confrontation.

**Course Student Learning Outcomes**

1. Identify eight basic counseling skills.
2. Define the ten therapeutic counselor characteristics.
3. Define therapeutic criteria of counseling environment.
4. Identify traits of self-actualized counselor.
5. Summarize the grief process.
6. Demonstrate knowledge of counseling skills through utilization.

**Credits: 4**

**HSSA 116: Intervention in Chemical Dependency**

Introduction of objective team approach to confronting denial and presenting reality to chemically dependent, emphasizing skills commonly used for Johnson model intervention. Offered for continuing professional education. Required for ongoing counselor certification.

**Course Student Learning Outcomes**

1. Define intervention of the chemically dependent.
2. Develop insight into intervention team approach.
3. Report necessary intervention skills.
4. Outline steps of intervention process.
5. Identify intervention techniques learned.

**Credits: 2**



**HSSA 135: Family Treatment/CD I**

Exploration of dynamics of chemically dependent family during addiction and recovery. Includes therapy models useful in supporting individuals through recovery process and for restoring relationships within family.

**Course Student Learning Outcomes**

1. Define family as a system with emphasis on recovery process.
2. Distinguish healthy/unhealthy family dynamics.
3. Identify stages of family recovery.
4. Explain abuse/abandonment in regard to the family system.
5. List traits of adult children of alcoholics.
6. Compare and contrast various treatment modalities for the chemically dependent family.

**Credits:** 3

**HSSA 136: Relapse Prevention**

Familiarization with symptoms, warning signs, and high-risk factors involved in relapse process, with emphasis on recovery, family-of-origin issues, relationships, self-care, and interdependence.

**Course Student Learning Outcomes**

1. Define relapse as a part of and process in regard to recovery.
2. Identify the symptoms, warning signs, and high-risk factors involved in the relapse process.
3. Evaluate stress and relapse.
4. Review medication assisted treatments for alcohol and opiate use disorders.

**Credits:** 3

**HSSA 140: Group Counseling**

Theory and therapy models common to rehabilitation of chemically dependent through group process.

**Course Student Learning Outcomes**

1. Define stages of group process.
2. Define group therapy.
3. Apply awareness of Motivational Interviewing as a treatment modality.
4. List therapy models for counseling the addicted population.
5. Demonstrate dynamics of group facilitation.
6. Compose personalized reflection of subject matter on group therapy model of choice.

**Credits:** 5

**HSSA 145: Teaching Skills for Counselors**

Facts about alcohol and other drug use and abuse and skills to impart these facts in a counseling environment. Includes physical effects and behavioral attitudes, family systems, health and safety, drinking and driving, treatment resources, and responsible decision making. Offered for continuing professional education; highly recommended as an elective.

**Course Student Learning Outcomes**

1. Discuss insight into ADIS philosophy.
2. Identify facts about alcohol and other drug use.
3. Identify seven steps of effective decision-making.
4. Develop curriculum planning and instructional skills.
5. Demonstrate understanding of lesson plan development, classroom instruction and management.
6. Demonstrate teaching methods used in ADIS environment.

**Credits:** 3

**HSSA 150: Case Management**

Chemical dependency case management and record keeping. Provides working knowledge of a system for up-to-date, accurate, and usable case files and records.

**Course Student Learning Outcomes**

1. Define case management in treating the chemically dependent.
2. Identify components of chemical dependency record keeping.
3. Recognize components with a chemical dependency biopsychosocial assessment.
4. Outline a basic individual service treatment plan.
5. Summarize appropriate case file management for chemical dependency treatment.
6. Assimilate awareness of Washington Administrative Code (WAC) and DOH Counselor requirements.

**Credits:** 3

**HSSA 155: Youth CD Counseling and Assessment**

Learn identifying signs and symptoms of teenage substance abuse, appropriate intervention, family dynamics, defense mechanisms and emotional honesty, treatment facilities, aftercare, and family's progress toward health.

**Course Student Learning Outcomes**

1. Interpret most updated strategies of DBHR in working with Chemically Dependent Youth.
2. Explain a variety of techniques and evidenced based programs for prevention.
3. Students will identify Risk Factors and Protective Factors in community, school and individual.
4. Identify student role in social norms.
5. Discuss Science Based Education, Prevention and Intervention.
6. Explore Evidence Based Programs as opposed to Promising Programs.
7. Distinguish practices that work best in counseling youth and their families.
8. Identify obstacles in counseling youth.
9. Create flexible solutions to these obstacles and put them into practice.
10. Develop an opportunity to evaluate ethical values in Chemical Dependency Counseling.

**Credits:** 3

**HSSA 160: Chemical Dependency and the Law**

Understand State of Washington court procedures and laws pertaining to alcohol and drugrelated offenses, domestic violence, incapacitated persons and involuntary commitment, and deferred prosecution.

**Course Student Learning Outcomes**

1. Expose students to a variety of laws (RCW and WAC) through written materials, research and guest speakers.
2. Students will explain in written and oral form how the Social Justice System works for their clients in the State of Washington.
3. Students will understand how the Chemical Dependency Field relates to the community as a whole.
4. Students will identify a minimum of five employment opportunities in the Chemical Dependency Field.
5. Expose students to their role in the establishment of community values, state values and national values relating to Chemical Dependency Studies and Work.
6. Develop a familiarity with the differences in State, Local Ordinances and Federal Laws.
7. Develop Opportunities to re-evaluate community, person and ethical values in the Chemical Dependency Field.
8. Develop an understanding of how laws evolve and can be changed.

**Credits:** 3

**HSSA 165: Chemical Dependency Counseling & Ethics**

Principles and rules of conduct of ethical standards essential for CD profession, including nondiscrimination, responsibility, competence, legal and moral standards, client welfare, confidentiality, client relationships, and interprofessional conduct.

**Course Student Learning Outcomes**

1. Define ethics in the counseling profession.
2. Identify code of ethics & rules of conduct for the CD profession.
3. Apply understanding of counselor professional ethics.
4. List counselor ethical principles.
5. Develop awareness of burnout symptoms in a counseling environment.
6. Apply ethical criteria in an experiential setting.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**HSSA 172: Cultural Diversity**

Knowledge and strategies needed to become more culturally sensitive. Focuses on integration of cultural competence in an AOD curriculum and development of effective prevention messages and treatment modalities within a cultural context while identifying ethnically challenging issues.

**Course Student Learning Outcomes**

1. Define cultural diversity in a therapeutic environment.
2. Identify cultural differences in a treatment setting.
3. Report basic facts regarding cultural competency.
4. Develop awareness of ethnically-challenging issues in a helping environment.
5. Distinguish between various cultural needs within a treatment milieu.
6. Summarize prevention modalities in a cultural context.

**Credits:** 3

**Prerequisites:**

HSSA& 101 or permission of instructor.

**HSSA 190: DBHR HIV/AIDS; Brief Risk, Airborne Pathogens**

Education about HIV/AIDS, focusing on prevention, transmission of virus, health, community, and self-awareness.

**Course Student Learning Outcomes**

1. Identify AIDS and Hepatitis C as diseases.
2. Interpret prevention and treatment of these public health issues.
3. Demonstrate confidentiality regarding speaker.
4. Show awareness of legal and ethical issues identified with these diseases.

**Credits:** 1

**Prerequisites:**

Permission of instructor.

**HSSA 200: Internship**

Five credits awarded to students presenting documentation of 250 hours of supervised counseling training with agency approved by Division of Alcohol and Substance Abuse. Students must complete 2,500 total hours of supervised counseling training to obtain professional qualifications to practice as chemical dependency counselors.

**Course Student Learning Outcomes**

1. Choose agency for CDPT documentaion of hours.
2. Demonstrate professional competency by completion of documented hours.
3. Utilize counseling skills in a therapeutic environment.
4. Assess areas of learning in helper role.
5. Compose group activity for observation.

**Credits:** 5

**HSSA 201: Pathological Gambling & Other Addictions**

A comprehensive overview of assessment and treatment of the pathological gambler. Gambling specialist awareness addressed; also a focus on other addictions and compulsive behaviors.

**Course Student Learning Outcomes**

1. Identify similarities to and differences from substance use addictions.
2. Report profiles of the different gambler types.
3. Report impact of problem gambling on individual, families and society.
4. Recognize co-existing conditions and addictions requiring treatment or referral.
5. List current methods of treatment.
6. Explain relapse factors for problem gamblers.
7. Identify methods of assessment of problem gambling.

**Credits:** 3

**HSSA 215: Counseling II**

Emphasis on learning to deal with issues specific to the counselor's personal challenges. Offered for continuing professional education. Recommended for ongoing counselor certification.

**Course Student Learning Outcomes**

1. Identify categories of self- defeating behavior.
2. Gain personal insight into counselor role.
3. Assess counselor professional readiness.
4. Develop awareness of stress management techniques.
5. Apply holistic awareness in counselor role.
6. Summarize effective self-care plan.

**Credits:** 3

**Prerequisites:**

HSSA 115

**HSSA 232: Mental Health Issues-CDP**

Familiarizes chemical dependency counselors with language and basic concepts of mental health disorders as they present in the dually diagnosed patient. Provides opportunity to assess and plan interventions for such patients involving introduction to motivational interviewing.

**Course Student Learning Outcomes**

1. Orientation and skill building for counseling clients who have co-occurring mental health and substance use disorders. The information offered will support counselors in providing assessment, treatment, and referral services. It will prepare students to collaborate with mental health professionals. This course is offered for continuing professional education and is suggested for initial counselor certification. This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and mental health, basic neuroscience, and assessment and treatment issues specific to counseling individuals with co-occurring disorders. Additional areas include prevention, intervention, and treatment strategies and relevant issues pertaining to social justice and diversity.

**Credits:** 3

**Prerequisites:**

HSSA& 101 and HSSA 150.

**HSSA 250: Case Management for Professionals**

Exploration/emphasis on the application of the ASAM criteria in chemical dependency case management and record keeping.

**Course Student Learning Outcomes**

1. Manage the treatment of an entire patient case, including the following: Assessment and Diagnosis; Admission to treatment; Treatment Planning Process; Plan Implementation; and Progress Evaluation and Discharge.
2. Complete a patient chart reflecting entire process for personal referrals.
3. Define the functions and responsibilities of a Case Manager in the treatment setting.
4. Implement the Case Management role, including advocacy and referral functions as a component in client care and record keeping.
5. Identify resources in their respective community through the development of a functional directory to include sources and contact information.

**Credits:** 3

**Prerequisites:**

HSSA 150 and permission of instructor.

### **HSSA 280: Peer Counseling**

Students will learn concepts of recovery, resilience, and practice of Certified Peer Counseling. Develop interpersonal skills that emphasize healthy attachment, defusing transference, self-advocacy, client assessment planning, goal setting for self and peers, and the impact of values and culture on life transitions. This course is designed to meet the State and Federal standards for a Peer Recovery Specialist. This class may include students from multiple sections.

#### **Course Student Learning Outcomes**

1. Recall concepts of recovery, resilience and practice of Certified Peer Counselor.
2. Demonstrate interpersonal skills for connecting with a client.
3. Develop a community resource and referral manual for potential clients.
4. Develop an awareness of self-advocacy and wellness for a peer counselor career path and demonstrate by developing a burnout prevention plan.
5. List the steps for a client data and assessment plan.
6. Demonstrate intervention skills.
7. Identify components of non-judgmental and non-adversarial interactions.
8. Demonstrate skills in goal setting in a written format provided in the training manual.
9. Demonstrate strategies for goal setting based on standards from the Department of Behavioral Health and Recovery.
10. Describe the implications of the effect of values and culture on life transitions.

**Credits: 5**

### **HSSA 290: Medical Aspects of Addiction**

This class teaches students about medical complications of substance abuse including alcohol, tobacco, cocaine, amphetamines, opiates, cannabis and benzodiazepines. Class emphasizes addiction, overdose and withdrawal and how chemicals affect the body.

#### **Course Student Learning Outcomes**

1. Define the controlled substance Act and criteria for placing drugs into it
2. Discuss the pros and cons of MAT
3. Define Medically Assisted Treatment (MAT) for opiate dependency and naloxone for opiate overdose
4. Define major co morbidities of drug abuse and addiction
5. Differentiate between clients who need medical referrals with clients not in need of medical referral
6. Define addiction as a disease
7. List and discuss the most common medical complications and sequelae of chemical (substance abuse)
8. Discuss whether Marijuana should be a legal drug
9. List diseases resulting from sharing needles

**Credits: 5**

## **Administrative Office Systems**

### **AOS 101: Digital Literacy**

Course content focuses on what skills are needed to be successful digital citizens in college and beyond. Students use information and communication technologies to find, evaluate, create and communicate information. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Touch keyboarding skills is recommended.

#### **Course Student Learning Outcomes**

1. Use cognitive and technical skills to find and evaluate digital technologies.
2. Explain the effect of digitization on intellectual property, freedom of speech, privacy, and ethics.
3. Describe the processes used to connect and communicate online.
4. Describe computing components, capabilities, storage, and operating systems.
5. Describe the transmission process of wired and wireless communication.
6. Analyze the personal and global effect of current and emerging technologies.

**Credits: 5**

**AOS 105: Word Processing Applications I**

Develop beginning through intermediate word processing skills in Microsoft Word and associated technologies. Create, edit, format documents and tables; use themes and building blocks, illustrate documents with graphics, merge data sources and documents. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world business projects.
2. Combine technical skills to complete independent core concept reviews.
3. Create, edit, and format documents of varying complexity.
4. Create and format tables.
5. Illustrate documents with graphics.
6. Customize themes, building blocks, and style sets.
7. Create a data source and merge it with Word documents.
8. Interact and share information in the Cloud.

**Credits: 5**

**AOS 106: Spreadsheet Applications I**

Develop beginning through intermediate spreadsheet skills in Microsoft Excel and associated technologies. Create, edit, and format spreadsheets; analyze data using formulas, manage workbook data, create and analyze table data. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world projects.
2. Combine technical skills to complete independent core concept reviews.
3. Demonstrate an understanding of the functionality and program design of Spreadsheets.
4. Format a worksheet.
5. Create charts based on accurate data.
6. Analyze data using formulas.
7. Manage workbook data.
8. Create tables and analyze table data.
9. Interact and share information in the Cloud.

**Credits: 5**

**AOS 107: Database Applications I**

Develop beginning through intermediate relational database management skills in Microsoft Access and associated technologies. Create tables, relationships, forms, and reports. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world projects.
2. Combine technical skills to complete independent core concept reviews.
3. Demonstrate an understanding of relational databases.
4. Create and modify tables.
5. Create relationships between tables.
6. Build queries, forms, and reports.
7. Analyze and filter data.
8. Use graphical tools and elements.

**Credits: 5**

**AOS 110: Medical Terminology I**

Systems approach to the study of selected roots, prefixes, and suffixes; principles of word building; study of diagnostic, operative, and symptomatic terms of body systems. Emphasis on accurate spelling and pronunciation of all medical terms. Strong component of the course is related to common medical abbreviations, selected eponyms, clinical laboratory procedures, and radiology procedures with associated terminology for each body system.

**Course Student Learning Outcomes**

1. Identify and apply the rules of building medical terms.
2. Spell and pronounce medical terms correctly.
3. Explore and distinguish medical terminology as it relates to the different body systems.
4. Explore common terms associated with pathological conditions and procedures by body system.
5. List common medical abbreviations associated with different body systems.

**Credits: 5**

**AOS 111: Medical Terminology II**

Continued medical terminology on body systems emphasizing clinical applications. Investigation of diagnostic and therapeutic procedures, advanced abbreviations and symbology, and systemic diseases and treatment modalities. Ability to read, understand, and interpret various types of medical reports and physician-generated documentation will be stressed and required.

**Course Student Learning Outcomes**

1. Continue exploration of medical terminology as it relates to the different body systems.
2. Apply prior knowledge of medical terminology to read, comprehend, and interpret different practical applications of medical terminology.
3. Spell and pronounce medical terms correctly.
4. Explore common medical terms associated with pathological conditions and procedures affecting different body systems.
5. List and distinguish common abbreviations associated with different body systems.

**Credits:** 3

**AOS 112: Powerpoint Comprehensive**

Create mixed media presentations using Microsoft PowerPoint and associated technologies. Create and share interactive presentations online with voice, video, inking and screen recording. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world projects.
2. Combine technical skills to complete independent core concept reviews.
3. Create, modify, and customize a presentation.
4. Enhance a presentation with graphical elements, media and animation.
5. Create and format information graphics.
6. Collaborate on delivery of a presentation.
7. Customize templates and masters.

**Credits:** 5

**AOS 135: Writing Essentials**

Develop writing skills with a step-by-step approach to identify and use parts of speech, punctuation, capitalization, and numbers correctly; write effective sentences and paragraphs. Results of digital self-diagnostic exercises create individualized study plans and learning paths.

**Course Student Learning Outcomes**

1. Identify parts of speech and how they function in sentences.
2. Write complete sentences avoiding fragments, comma splices, and run-ons.
3. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication.
4. Demonstrate realistic applications of current usage and style in today's workplace.
5. Demonstrate improved vocabulary, spelling, and editing skills.
6. Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English.

**Credits:** 5

**AOS 170: Business Communications**

Apply writing skills to a variety of technical and business applications. Exercises and activities introduce the latest business communication practices. Digital coverage of social media and communication; self-recorded videos demonstrate student verbal communication skills.

**Course Student Learning Outcomes**

1. Develop or improve the ability to use clear, concise, and grammatically correct language.
2. Use appropriate formats in business writing.
3. Plan, organize, and revise business messages.
4. Write short workplace messages such as email, memos, messaging, blogs, and social networking.
5. Format and create a writing plan for common business letters (positive, persuasive, direct claims, complaints, and adjustments).
6. Demonstrate an understanding of report writing styles, formatting, purpose, and strategies.
7. Develop job search strategies and write employment documents.
8. Identify the types of job interviews, questioning strategies, and follow-up.

**Credits:** 5



**AOS 205: Word Processing Applications II**

Develop advanced word processing skills in Microsoft Word and associated technologies. Create multipage and research papers; apply automated functions; collaborate and share documents, build electronic forms, apply advanced graphical tools. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world projects.
2. Combine technical skills to complete independent core concept reviews.
3. Format multi-page research reports.
4. Create and modify styles, templates, and themes.
5. Integrate Word with other software programs.
6. Create and format advanced graphics.
7. Build and complete interactive forms.
8. Customize Word functions and display.
9. Interact and share information in the Cloud.

**Credits:** 5

**Prerequisites:**

AOS 105 or CAT 130

**AOS 206: Spreadsheet Applications II**

Develop advanced spreadsheet skills in Microsoft Excel and associated technologies. Use advanced functions and formulas; enhance charts, use "what-if" analysis, analyze data with PivotTables, exchange data with other programs, share files and incorporate web content, and program with XML. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete real-world business projects.
2. Combine technical skills to complete independent core concept reviews.
3. Create workbooks with advanced formatting and mathematical functions.
4. Analyze data with PivotTables.
5. Export data into other file formats.
6. Customize Excel and advanced worksheet management.
7. Write VBA code to automate repetitious tasks.
8. Interact and share information in the Cloud.

**Credits:** 5

**Prerequisites:**

AOS 106 or CAT 140 and MATH 90/91 or AMATH 121 or concurrent enrollment.

**AOS 212: Advanced Applications of Office 365**

Advanced applications of word processing, spreadsheets, presentations, and databases. Project-based application of advanced skills in an integrated, comprehensive business practice set of problems. Apply concepts and skills to create solutions to problems using Word, PowerPoint, Excel and Access. Interactive training and skill-based assessments are completed in a virtual environment; projects are based on real-world business situations. Integration with cloud computing.

**Course Student Learning Outcomes**

1. Apply critical thinking skills to complete comprehensive business projects.
2. Combine technical skills to complete independent core concept reviews.
3. Apply prior learning to advanced applications of Office 365.
4. Create and integrate documents, presentations, workbooks, and databases.
5. Interact and share information in the Cloud.

**Credits:** 5

**Prerequisites:**

AOS 105,106, and 107

**AOS 214: Office Procedures and Technology**

(Formerly AOS 210) Use current technologies to complete administrative tasks in a professional office environment. Plan and write effective business correspondence. Plan and present oral office communications. Create and process reports; apply records management procedures; plan onsite and online business meetings; make business travel arrangement. Research career options, market trends, job duties and earnings. Write targeted and focused employment documents.

**Course Student Learning Outcomes**

1. Complete administrative activities in a realistic office environment.
2. Plan and write effective business correspondence.
3. Plan and present oral office communications.
4. Create and process financial reports.
5. Manage physical and electronic records.
6. Plan electronic and on-site business meetings.
7. Make business travel arrangements.
8. Research career options, market trends, job duties, and earnings.
9. Write targeted and focused employment documents.

**Credits:** 5

**Prerequisites:**

AOS 105,106, and 107

**AOS 260: Internship**

Internship in a workplace setting of the student's choice, based on needs and interests. Thirty-three hours per credit. This class may include students from multiple sections.

**Course Student Learning Outcomes**

Participate in a structured work experience related to the program of study and/or career goal.

**Credits:** 1-5

**Prerequisites:**

Instructor permission.

**AOS 285: Healthcare Documentation I**

Beginning healthcare documentation course designed to develop skills in transcribing and/ or editing of authentic healthcare documents, incorporating basic-level skills in English language, technology, medical knowledge, proofreading, editing, and research. Taught in online format; ability to download and play digitized reports required. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Transcribe medical reports using correct forms and grammar.
2. Define the medical terms and abbreviations presented.
3. Define the prefixes, combining forms, and suffixes presented.
4. Identify and define the knowledge, skills, abilities, and responsibilities required of a medical transcriptionist.
5. Use current medical reference material accurately and effectively.
6. Use critical thinking skills to edit and proofread medical reports without changing the meaning or the originator's style.
7. Apply HIPAA policies and procedures.

**Credits:** 5

**Prerequisites:**

AOS 110 and AOS 111 (or MED 102)

**AOS 286: Healthcare Documentation II**

A second healthcare documentation course designed to refine dictation and/or editing skills in proofreading, medical terminology, and speech recognition while progressively increasing accuracy and productivity standards. Taught in an online format; ability to download and play digitized reports required. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply prior knowledge of medical terminology, English grammar, punctuation, and spelling rules to transcription and speech recognition editing.
2. Transcribe and/or edit medical documents and specialty reports accurately.
3. Format reports according to Association for Healthcare Documentation Integrity (AHDI) guidelines.
4. Identify, evaluate, and revise inconsistencies and inaccuracies in dictation without changing the medical meaning.
5. Identify and appropriately mark items that require the attention of an external resource.
6. Research and verify patient information for accuracy.
7. Use reference materials and critical thinking skills for accurate completion of reports.
8. Apply relevant legal and HIPAA policies and procedures.

**Credits:** 5

**Prerequisites:**

AOS 285.

**AOS 299: Integrated Study-Honors**

In this capstone honors course, students will complete a project relevant to their career pathway and program. The project will integrate at least two Business and IT programs (Business Administration, Administrative Office Systems, Computer Applications Technology, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project.

**Course Student Learning Outcomes**

1. Complete a project relevant to learning pathway and program.
2. Integrate Business and IT programs to provide breadth and relevance to the project.

**Credits:** 2

**Prerequisites:**

Completion of 60 credits in the BUS/ IT program of study with a GPA of 3.5 or higher; and completion of the English course required in the BUS/IT program of study.

# Advanced Manufacturing / Composites Technology (inactive Fall, 2019)

## **ADMFG 111: Introduction to Computer Aided Design**

This course is intended to familiarize students with drafting and technical drawings for use in industry with an emphasis in advanced manufacturing. Students will learn to determine the types of technical drawings used by different disciplines, the use of drafting standards, 2D and 3D design work while using SolidWORKS software. Students will also learn how design can affect manufacturing.

### **Course Student Learning Outcomes**

1. Demonstrate knowledge of drafting and CAD terminology.
2. Demonstrate a working knowledge of Drafting Standards.
3. Demonstrate ability to use SolidWORKS to create a working drawing set.
4. Demonstrate knowledge of 2D and 3D design practices.
5. Demonstrate knowledge of the types of working drawings.
6. Demonstrate understanding of "Design for Manufacturing" practices.
7. Demonstrate ability to document and manage change to working drawing sets.

**Credits: 5**

## **ADMFG 121: CNC Operations**

This course is intended to provide students with the skills required to complete basic CNC machine set-ups and operations. Students will learn to use CNC set-up sheets, precision measuring tools, and working drawings and prints to verify parts. Students will also use G-Code to program CNC machines and become familiar with the use of canned cycles and parametric Macros to increase programming efficiency and speed. Basic fixture design will be discussed.

### **Course Student Learning Outcomes**

1. Demonstrate ability to follow CNC set-up sheets.
2. Demonstrate a working knowledge of G-Code programming language.
3. Demonstrate ability to calculate correct speeds and feeds for cutting tools.
4. Demonstrate knowledge and use of precision measuring tools.
5. Demonstrate knowledge of part tracking and "Buy-off" as part of quality control.
6. Demonstrate the use of "Canned Cycle" and parametric programming.
7. Demonstrate ability to complete basic CNC operations.

**Credits: 5**

### **Prerequisites:**

ADMFG 140 or instructor permission

**ADMFG 140: Introduction to CNC**

This course is an introductory overview of the use of CNC in manufacturing. It covers basic shop safety, CNC operations, CNC programming, and quality assurance.

**Course Student Learning Outcomes**

1. Demonstrate knowledge of composites, machining, and software terminology.
2. Demonstrate knowledge of Vectric VCarve (CAD/CAM Software) by successfully engaging in: Geometry creation; Geometry manipulation; Tool path creation; Tool path application; Program verification methods; Post processing operation.
3. Demonstrate knowledge of WinCNC by successfully: Importing CAD/CAM programs; Operating CNC router.
4. Demonstrate knowledge of CNC machine safety.
5. Demonstrate ability to set up and operate CNC router.
6. Demonstrate ability to change tools manually and automatically with CNC software.
7. Identify the requirements and detailed instructions necessary for record keeping for composite part machining.
8. Calculate standard tolerances.
9. Solve technical mathematical problems (software code manipulation).
10. Document technical abilities in written and verbal reports.

**Credits:** 3

**ADMFG 141: Introduction to CNC Programming**

This course introduces students to programming related to the operation of CNC (computer numerically controlled) equipment. Students will learn to plan programs, verify programs, prepare commands, control spindle and feed rates, and tool functions.

**Course Student Learning Outcomes**

1. Plan and design computer numerically controlled programs.
2. Use programming terminology, symbols, and formats.
3. Demonstrate knowledge of G-code types and functions.
4. Program appropriate feed and spindle rates.
5. Identify and apply proper tool function.
6. Verify and analyze program errors.

**Credits:** 3

**Prerequisites:**

ADMFG 140 or concurrent enrollment, or instructor permission

**ADMFG 142: Advanced CNC Programming**

Students will learn advanced CNC programming techniques such as programming with canned cycles, use sub programs, troubleshoot programming problems and use parametric macro programming and features.

**Course Student Learning Outcomes**

1. Program repeatable operations using sub-programs.
2. Configure and use canned cycles.
3. Troubleshoot and correct programs related to G-code types and function.
4. Troubleshoot and correct programs appropriate feed rates and spindle speeds.
5. Program parametric macro functions.

**Credits:** 3

**Prerequisites:**

ADMFG 141 or instructor permission

**ADMFG 143: Advanced Materials Machining**

This course includes advanced CNC programming and machining techniques. Students will learn fixturing, cutting and tooling options for difficult to cut materials and challenging part geometries. Emphasis on cycle time reduction methods.

**Course Student Learning Outcomes**

1. Fixture parts using vacuum, magnetic vises and interchangeable/multi-function fixturing.
2. Fixture parts for multi-axis machines.
3. Demonstrate knowledge of fixturing and cutting small parts.
4. Identify and program for difficult part geometries.
5. Reconfigure existing processes to reduce cycle time.

**Credits:** 3

**Prerequisites:**

ADMFG 142 or instructor permission

### **COMP 215: Advanced Composites Technology I**

This course is a combination of classroom and laboratory experience. Introduction will include a brief history of composites. Emphasis will be placed on composite terminology, adherence to laboratory safety rules, and strict conformance to directions. While this course is intended to form the foundation for advanced composite courses, it will have direct ties to industry required skills.

#### **Course Student Learning Outcomes**

1. Articulate the hazards, and workplace precautions that need to be taken when working with hazardous chemicals such as resins, catalysts, epoxies, solvents, and fillers, and safely select and prepare materials and molds to make basic composite parts.
2. Interpret & use SDS (MSDS) to ensure safe practices in the shop & on the production floor.
3. Use of PPE (Personal Protective Equipment) and normal maintenance of it.
4. General & tool-specific shop safety practices including machine guards, defective tools, compressed air hazards, sharp objects, and interpretation of machinery caution signs & labels.
5. Recognize & define composites vs. advanced composites, and explain their advantages & disadvantages.
6. Describe important milestones in composites' history and outline typical composites applications in industry. Explain the basic differences between open mold, closed mold, and prepreg layup techniques.
7. Demonstrate knowledge of the elements of Lean Manufacturing: 5S, Just in Time, Kaizen, & others.
8. Demonstrate knowledge of semi- and precision measurement tools and apply manufacturing techniques of precision and accuracy.
9. Demonstrate knowledge of imperial and metric systems, and the calibration, use, and care of semi- and precision tools in an manufacturing environment.
10. Identify & use basic elements of standard 2D drawings including scale, line types, dimensions, views, sections, revisions, ply orientation charts, & lay-up schedules to kit & fabricate composite projects.
11. Perform basic freehand technical sketching including lines, shapes, lettering, & simple pictorial drawings.
12. Write/revise a targeted resume with supporting materials to secure employment interviews. Research jobs & openings in advanced manufacturing. Practice interview skills and go on a mock interview with a review afterwards.

**Credits: 11**

### **COMP 216: Advanced Composites Technology II**

This course is a combination of classroom and laboratory experience. It builds on the skills learned in COMP 215. Advanced terminology will be included in a course long project that will demonstrate industry work environment and quality standards.

#### **Course Student Learning Outcomes**

1. Articulate the hazards, and workplace precautions that need to be taken when working with hazardous chemicals such as resins, catalysts, epoxies, solvents, and fillers, and safely select and prepare materials and molds to make basic composite parts.
2. Compare and contrast the material properties of various matrix materials (resins), reinforcements (fabrics), and core materials, and demonstrate an understanding of basic design considerations in working with these materials to create composite products.
3. Demonstrate the ability to fabricate a functioning vacuum bag for a complicated 3-dimensional shape, and the proper placement and construction of bag film pleats.
4. Fabricate quality composite projects according to fabrication drawings, directions, and specifications using hand lay-up methods, and prepare comprehensive lab reports using a template provided.
5. Fabricate parts using hand wet layup techniques including surface preparation, surface coating, filleting, ply orientation and wet out.
6. Build vacuum infused parts to industry standard level of quality, demonstrating competency with vacuum infusion process (VIP) methods.
7. Fabricate parts using hand prepreg layup methods, demonstrating competency with debulking, thermocouple use, ply orientation and cure cycles.
8. Compare at least three composite molding technologies commonly found in the industry by discussing benefits, drawbacks, and the proper applications of each.
9. Demonstrate the ability to calculate or determine key fabrication parameters (i.e. resin content, fiber weight, mix ratio, cure time, cure temperature, consolidation pressure, and debulking).
10. Demonstrate common fastener assembly and repair techniques with an emphasis on joint design.
11. Demonstrate adhesive bonded assembly and repair techniques with an emphasis on surface preparation and joint design.

**Credits: 11**

**Prerequisites:**

COMP 215 or instructor permission

### **COMP 217: Advanced Composites Technology III**

This course is a combination of classroom and laboratory experience. Introduction will include a brief history of composites. Emphasis will be on composite terminology, adherence to laboratory safety rule, and strict conformance to directions. While this course is intended to form the foundation for advanced composite courses, it will have direct ties to industry-required skills.

#### **Course Student Learning Outcomes**

1. Build complex projects to specifications, demonstrating an understanding of fabrication drawings and procedures.
2. Build advanced vacuum bags, including complex shapes, pleats, and layup schedules, and demonstrate comprehension of the theory of vacuum bagging.
3. Fabricate complicated parts using hand wet layup techniques including surface preparation, surface coating, filleting, ply orientation and wet out.
4. Build vacuum infused parts to industry standard level of quality, demonstrating competency with vacuum infusion process (VIP) methods.
5. Fabricate complicated parts using hand prepreg layup methods, demonstrating competency with debulking, thermocouple use, ply orientation and cure cycles.
6. Demonstrate the ability to fabricate a viable composite mold according to industry standards from a supplied dimensional drawing.
7. Compare common fabrication techniques and the tooling required for each. Explain the benefits, drawbacks, and design requirements of each.
8. Explain how the Coefficient of Thermal Expansion (CTE), thermal conductivity, thermal mass, and surface finish affect a mold's performance and lifespan.
9. Employ destructive and non-destructive testing methods to evaluate the quality of a laminated composite part.
10. Describe the technology, benefits, and drawbacks of non-destructive test methods used to verify the quality of a composite laminate, and the proper applications of each.
11. Demonstrate a proper composite material damage removal and repair on a solid laminate and sandwich panel from plan to "ready for paint" using a scarf joint and hot bonder.

**Credits:** 11

#### **Prerequisites:**

COMP 122 or instructor permission

### **COMP 220: Introduction to Composites Recycling**

Learn about reclamation and recycling of advanced composite materials including terminology, composite materials, thermoplastics and thermoset, and the challenges involved in recycling composites life cycle—from raw material manufacturing to product end-of-life. Students will view case studies and have complementary lab time, in order to explore hands-on reclamation and recycling opportunities.

#### **Course Student Learning Outcomes**

1. Describe the current state of recycling, with an emphasis on advanced composites recycling.
2. Identify thermoplastic and thermoset chemistries, and the methods and challenges faced in recycling each.
3. Utilize the sources of scrap in composites recycling, from raw materials to product end-of-life.
4. Differentiate the concepts of down cycling, design for recycling, scrap minimization, and life cycle analysis.
5. Analyze and utilize the processes of sorting, quantifying and using composite scrap materials to create new goods.

**Credits:** 5

## **American Sign Language**

### **ASL& 121: American Sign Language I**

An introductory course focusing on expressive and receptive language skills, covering the beginning fundamental principles of American Sign Language (ASL). Introduces basic information and Deaf history, the Deaf community, and Deaf culture. This class may include students from multiple sections. (E)

#### **Course Student Learning Outcomes**

1. Demonstrate the basic expressive and receptive functions in ASL.
2. Demonstrate the knowledge of essential basic vocabulary to the specific situations.
3. Demonstrate the expressive basic skills of narrating such as telling or summarizing short stories, utilizing ASL grammatical features.
4. Demonstrate proper use of particular language functions (responding to questions or statements appropriately, commanding, requesting, agreeing, etc.) and responds appropriately when conversation partner uses these functions.
5. Identify the behaviors appropriate to Deaf culture through social and language functions.

**Credits:** 5

### **ASL& 122: American Sign Language II**

Continued study of ASL focused on expanding vocabulary and grammar with an emphasis on conversation and story telling. Further expansion of knowledge of the Deaf culture is also included. This class may include students from multiple sections. (E)

#### **Course Student Learning Outcomes**

1. Demonstrate the knowledge of essential intermediate vocabulary to the specific situations.
2. Demonstrate the expressive intermediate skills of dialogues, short narratives and stories utilizing ASL grammatical features.
3. Demonstrate proper use of particular language functions (responding to questions or statements appropriately, commanding, requesting, agreeing, etc.) and responds appropriately when conversation partner uses these functions.
4. Identify the behaviors appropriate to Deaf culture through social and language functions.

**Credits:** 5

#### **Prerequisites:**

Completion of ASL& 121 with a 2.0 or better, or permission of instructor.

### **ASL& 123: American Sign Language III**

Expanded study of ASL with emphasis on conversation skills and story telling; continued expansion of knowledge of Deaf culture and Deaf community. This class may include students from multiple sections. (H)

#### **Course Student Learning Outcomes**

1. Demonstrate the knowledge of essential intermediate to advanced vocabulary to specific situations.
2. Demonstrate the expressive and receptive intermediate to advanced skills of dialogues and short narratives/stories, utilizing ASL grammatical features.
3. Demonstrate proper use of particular language functions (responding to questions or statements appropriately, commanding, requesting, agreeing, etc.) and responds appropriately when conversation partner uses these functions.
4. Identify the behaviors appropriate to Deaf culture through social and language functions.

**Credits:** 5

#### **Prerequisites:**

Completion of ASL& 122 with a 2.0 or better, or permission of instructor.

## **Anthropology**

### **ANTH& 100: Survey of Anthropology**

Introduction for nonmajors to study of humans as biological and cultural beings. Includes surveys of archaeology and physical, cultural, and linguistic anthropology to examine human biological and cultural evolution, culture, and cultural systems. (SS)

#### **Course Student Learning Outcomes**

1. What is anthropology? Lectures and readings will survey the four fields of anthropology: physical anthropology, ethnology, archaeology, and linguistic anthropology.
2. What do anthropologists do? Anthropologists will be discussed as social scientists—their methods, areas of interest or study, and how they gather data;
3. What is the theoretical basis of anthropology as a social science? An understanding of the concept of culture will be developed, including its nature, dynamics, and how it can be used to understand humankind, wherever and whenever it has been encountered;
4. What kind of information do anthropologists use and produce? A body of factual information about selected cultures around the world and throughout human history will be developed in the class.

**Credits:** 5

#### **Prerequisites:**

Eligibility for or completion of ENGL& 101

### **ANTH& 205: Biological Anthropology**

A survey of humankind from a biological perspective. Includes human evolution and variation, hominid phylogeny and taxonomic theory, and the interaction between human biology, behavior, and culture. (NS)

#### **Course Student Learning Outcomes**

1. Human osteology
2. Scientific methods for studying human evolution including methods for data recovery, dating techniques, and basic analytical techniques
3. The place of humankind in the animal world including taxonomic theory and primate taxonomy
4. The biological development of humans over time including evolutionary forces, fossil markers, and the interactions with cultural evolution
5. Biological adaptations and variation in human populations

**Credits:** 5

#### **Prerequisites:**

ENGL& 101 or permission of instructor

**ANTH& 206: Cultural Anthropology**

Introduction to study of recent cultures and societies. Focus on development of anthropological thought, language, culture, and broad patterns of cultural behavior. Includes cross-cultural perspectives on belief systems, economic behavior, family, kinship, and sociopolitical structures. (SS)

**Course Student Learning Outcomes**

1. An orientation in cultural anthropology as an academic discipline;
2. basic information on culture, cultures, and cultural behavior from an anthropological perspective; and
3. a sense of culture, how culture shapes and patterns your every act, thought, and interaction.
4. What is cultural anthropology? Lectures and readings will place cultural anthropology within anthropology as a discipline. In addition, an understanding of the culture as a concept will be developed, exploring its nature, dynamics, and how it unifies humankind as well as creates its diversity.
5. What do cultural anthropologists do? Cultural anthropology will be discussed as social science; the discussion will include their methods, areas of interest and study, and how they gather and analyze their data.
6. What is the theoretical basis of cultural anthropology as a social science? A history of cultural anthropology and ethnological thought will be presented with an emphasis of the major perspectives and thinkers in the field.
7. What kinds of information do cultural anthropologists use and produce? A body of factual information about selected cultures around the world will be developed in the class.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**ANTH& 210: Indians of North America**

Provides a general view of the variations in the lifeways of the Native Americans up to current times. Major Native American culture areas are visited and discussed in a broad comparative context. We examine current indigenous and scientific thoughts about the origins, development and variation of North American Native culture areas. We also examine current issues and legal contexts, with a particular focus on cultural resource management (CRM) and the laws applied throughout North American and their continuing applications in attempts to protect cultural resources. (E)

**Course Student Learning Outcomes**

1. Describe general cultural and environmental characteristics of the Native American culture areas of North America,
2. Describe how social scientist have described the languages, human biology and archaeological heritage of the people in each of the Native American culture areas,
3. Recognize the indigenous and scientific views of ancient development of Native American societies in each of the culture areas
4. Explain the historical cross-cultural contact period that set the stage for treaties and efforts by the U.S., Canada and Mexico to acculturate Native Americans into their culture,
5. Describe social and political impact of European contact in North America,
6. Discuss the shifts in U.S. government policy toward Native Americans: "civilizing" missions, removal policy, Dawes Act, Reorganization Act, termination and relocation policy, self-determination policy, and current trends,
7. Articulate the impact of recent CRM laws: Archaeological Resource Protection Act (ARPA), American Indian Religious Freedoms Act (AIRFA), Native American Graves and Repatriation Act (NAGPRA), establishment of Tribal Historic Preservation Officers (THPO) and others,
8. Analyze perspectives on the history of anthropological research in Native North America,
9. Analyze contemporary issues in Native North America, including development of future fishing, sea mammal hunting, land mammal hunting, gathering, logging and gaming.

**Credits:** 5



**ANTH& 234: Religion & Culture**

A global introduction to the religions of the world from a broad comparative perspective. Students examine the development and aspects of various religions (indigenous, Islam, Judaism, Buddhism, Hinduism, Christianity, and others). The relationship between religion and the social and cultural context are explored, especially in relation to nationalism, politics and globalization. (E)

**Course Student Learning Outcomes**

1. Evaluate religion using academic methods, such as those used in anthropology, comparative religion, and/or religious studies.
2. Describe and compare the doctrines, institutional structures, and ethical systems of a sample of the major world religions (e.g., primal religions, Hinduism, Buddhism, Judaism, Christianity, Islam, Chinese Religions, and/or others) while emphasizing the development of world religions and their subdivisions.
3. Analyze the various media (e.g., texts, music, ritual, symbolism and myth, architecture, etc.) through which religious knowledge and belief are expressed.
4. Explore the interplay between religious belief systems and religious practice.
5. Evaluate relationships between religion and the social/cultural context, especially in relation to nationalism, politics, and globalization.
6. Students will demonstrate through oral and written communications between their peers and professor, tolerance, appreciation, and open-mindedness towards religious traditions that are not their own.
7. Students will be able to contrast (1) orthopraxy with orthodoxy, (2) substance ontology with a process ontology, and (3) theistic with non-theistic conceptions of ultimate reality and then illustrate each with a few relevant examples.

**Credits: 5**

**ANTH 220: Pacific Northwest Coast Peoples- Past & Present**

Examines current indigenous and scientific thoughts about the origins, development and variation of Pacific Northwest cultures. We consider at least 12,000 years of cultural history in the Northwest Coast region, leading to one of the culturally most complex maritime societies to have existed into the contemporary times. Pacific Northwest Coast Peoples, rich in culture, tradition and with an extensive knowledge of the environment they occupy, are recorded with mile-long villages containing as many as 1,000 inhabitants, monumental construction in homes, canoes and art, and highly complex societies, consisting of nobles, commoners and slaves. We will discuss how these cultures shape modern life throughout this region today. (E)

**Course Student Learning Outcomes**

1. Characterize the general and culturally significant environmental features of the Northwest Coast of North America,
2. Understand how social scientist have described the languages, human biology and archaeological heritage of the people in this region,
3. Analyze the historical cross-cultural contact period that set the stage for treaties and efforts by the U.S. and Canada to acculturate Northwest Indians into their culture,
4. Describe the history of anthropological research in this area,
5. Characterize the anthropological/archaeological research in the major cultural regions of the Northwest Coast
6. Identify the underpinnings of current political configurations of tribes/bands in the Northwest,
7. Recognize contemporary issues in the region, including development of future fishing, sea mammal hunting, land mammal hunting, gathering, logging and gaming,
8. Discuss from a Euro-American perspective of John Jewitt's, what cultural life was like from 1803-1805 while he was held as a slave of Chief Maquinna of the Nuuchah-nulth on the West Coast of Vancouver Island.

**Credits: 5**

# Art

## **ART& 100: Art Appreciation**

Study of two and three dimensional art concepts. Lectures and selected art projects. (H)

### **Course Student Learning Outcomes**

1. Identify and apply the elements of art used in two-dimensional and three-dimensional artwork and critiques.
2. Identify and apply the principles of art used in two-dimensional and three-dimensional artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in two and three-dimensional artworks.
4. Demonstrate technical ability and competence through projects involving the use of two-dimensional and three-dimensional art mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of visual arts practice and history.

**Credits: 5**

## **ART 101: Two Dimensional Design Concepts**

Applies principles of art, combining theories of creative thinking and modern design. Problems in organization of compositional elements and two dimensional space concepts. (H)

### **Course Student Learning Outcomes**

1. Identify and apply the elements of art used in two-dimensional artwork and critiques.
2. Identify and apply the principles of art used in two-dimensional artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in two-dimensional artworks.
4. Demonstrate technical ability and competence through projects involving the use of two-dimensional art mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of visual arts practice and history.

**Credits: 5**

## **ART 102: Interaction of Color in Design**

Color theory based on traditional and contemporary color theories. Study of painting, materials, and techniques. (H)

### **Course Student Learning Outcomes**

1. To promote visual thinking and a respect for the visual arts.
2. To achieve an understanding of the visual theories of art through a study of art elements and design principles.
3. To promote an understanding of various visual art mediums and the artist's contribution to society.
4. To increase awareness of the relationship of creative mankind.

**Credits: 5**

## **ART 103: Three Dimensional Form in Design**

This course is an introduction to the elements and principles of three dimensional design. We will work with diverse materials to create sculptural forms that develop each student's personal expression and critical thinking skills. (H)

### **Course Student Learning Outcomes**

1. Identify and apply the elements of art used in three-dimensional artwork and critiques.
2. Identify and apply the principles of art used in three-dimensional artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in three-dimensional artworks.
4. Demonstrate technical ability and competence through projects involving the use of three-dimensional art mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of visual arts practice and history.

**Credits: 5**

**ART 104: Drawing: Methods/Material**

Intensive study of line, value, perspective, and form, using various drawing mediums that offer a new way of seeing through investigation of visual language of drawing. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in drawings and critiques.
2. Identify and apply the principles of art used in drawings and critiques.
3. Identify and apply the components used to achieve aesthetics in drawings.
4. Demonstrate technical ability and competence through projects involving the use of various drawing mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of drawing practice and history.

**Credits:** 5

**ART 105: Color & Form in Drawing**

Intensive study of color and drawn forms offers new approach for seeing. Time divided between traditional and contemporary drawing techniques. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in drawings and critiques with and emphasis on color and value.
2. Identify and apply the principles of art used in drawings and critiques.
3. Identify and apply the components used to achieve aesthetics in drawings.
4. Demonstrate technical ability and competence through projects involving the use of various drawing mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of drawing practice and history.

**Credits:** 5

**ART 106: Exploration in Drawing**

Experimental drawing, experience of drawing and seeing and possibilities of extending traditional concepts about drawing. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in drawings and critiques.
2. Identify and apply the principles of art used in drawings and critiques.
3. Identify and apply the components used to achieve aesthetics in drawings.
4. Demonstrate technical ability and competence through projects involving the use of various drawing mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of drawing practice and history.
8. Produce drawings with a focus on aesthetic variation, experimentation, and original work.

**Credits:** 5

**Prerequisites:**

ART 104 or permission of instructor

**ART 110: Introduction to Painting**

Painting from past through present. Exploration of beginning painting techniques, concepts, composition problems. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in Paintings and critiques.
2. Identify and apply the principles of art used in Paintings and critiques.
3. Identify and apply the components used to achieve aesthetics in Paintings.
4. Demonstrate technical ability and competence through projects involving the use of painting mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of painting practice and history.

**Credits:** 5

### **ART 112: Life Drawing**

The course is an introduction to creating drawings based on in-class observations of a range of posed models. The class also provides an overview of the drawing process as a form of visual thinking in relation to rendering the human figure through a variety of techniques and art-making materials ranging from charcoal and graphite to color pastels and acrylic paint. (H)

#### **Course Student Learning Outcomes**

1. Identify and apply the elements of art used in figure drawings and critiques.
2. Identify and apply the principles of art used in figure drawings and critiques.
3. Identify and apply the components used to achieve aesthetics in figure drawings.
4. Demonstrate technical ability and competence through projects involving the use of various drawing mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of figure drawing practice and history.

**Credits: 5**

### **ART 126: History of Art I**

The art of ancient civilizations, beginning with Paleolithic cave painting and megalithic monuments. Indian, Chinese, Japanese, Mesopotamian, Egyptian, Minoan, Greek, Etruscan, Roman, Early Christian, and Byzantine artistic traditions are studied in light of their cultural origins. Illustrated lectures. (H)

#### **Course Student Learning Outcomes**

1. Gain an understanding of some of the historical traditions in the visual arts.
2. Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
3. Identify a visual artwork from the course content and understand its place in history as well as its relationship to art and other aspects of culture.
4. Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
5. Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
6. Experience a visual art location outside of the classroom and reflect upon the experience.

**Credits: 5**

### **ART 127: History of Art II**

The art of western civilization from the early middle ages through the French revolution is considered. Periods explored include the Islamic, Carolingian, Celtic, Romanesque, Gothic, Renaissance, Mannerist, Baroque, and Rococo. Illustrated lectures. This class will include students from multiple sections. (H)

#### **Course Student Learning Outcomes**

1. Gain an understanding of some of the historical traditions in the visual arts.
2. Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
3. Identify a visual artwork from the course content and understand its place in history as well as its relationship to art and other aspects of culture.
4. Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
5. Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
6. Experience a visual art location outside of the classroom and reflect upon the experience.

**Credits: 5**

### **ART 128: History of Art III**

The art of the modern age is explored. Developments studied include Neoclassicism, Romanticism, Realism, Impressionism, the Fauves, Art Nouveau, Cubism, Surrealism, Regionalism, Abstraction, Pop Art, and Post Modernism. Illustrated lectures. (H)

#### **Course Student Learning Outcomes**

1. Gain an understanding of some of the historical traditions in the visual arts.
2. Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
3. Identify a visual artwork from the course content and understand its place in history as well as its relationship to art and other aspects of culture.
4. Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
5. Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
6. Experience a visual art location outside of the classroom and reflect upon the experience.

**Credits: 5**

**ART 205: Intermediate Painting**

Painting from past through present. Exploration of intermediate painting techniques, concepts, composition problems. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in paintings and critiques.
2. Identify and apply the principles of art used in paintings and critiques.
3. Identify and apply the components used to achieve aesthetics in paintings at an intermediate level.
4. Demonstrate technical ability and competence through projects involving the use of painting mediums at an intermediate level.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own at an intermediate level.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of painting practice and history.
8. Produce paintings with a focus on aesthetic variation, experimentation, and original work.

**Credits:** 5

**Prerequisites:**

ART 110 or permission of instructor.

**ART 206: Advanced Painting**

Continues technical, formal and critical aspects of painting, with an emphasis on more personal point of view in aesthetic presentation. Encourages more freedom and responsibility in work. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in paintings and critiques.
2. Identify and apply the principles of art used in paintings and critiques.
3. Identify and apply the components used to achieve aesthetics in paintings at an advanced level.
4. Demonstrate technical ability and competence through projects involving the use of painting mediums at an advanced level.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own at an advanced level.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Produce a unified body of work with an artist statement that supports it.
8. Identify cultural, historical, and contemporary relevance to the body of artwork produced and present this information and work to the class.

**Credits:** 5

**Prerequisites:**

ART205 or permission of instructor.

**ART 224: Introduction to Ceramics: Hand Building**

This course is an introduction to ceramics based materials and creative process, with emphasis on personal expression through diverse practices. Students create a series of projects utilizing a variety of traditional and innovative handbuilding techniques and processes to create three dimensional sculptural forms. This class will include students from multiple sections. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in ceramic artwork and critiques.
2. Identify and apply the principles of art used in ceramic artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in ceramic artworks.
4. Demonstrate technical ability and competence through projects involving the use of the ceramic mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of ceramic visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the ceramics studio.

**Credits: 5**

**ART 225: Introduction to Ceramics: Wheel Throwing**

This course is an introduction to ceramics materials and creative processes, using the potter's wheel. Students create a series of projects utilizing a variety of traditional and innovative throwing techniques and firing processes to create functional forms. This class will include students from multiple sections. (H)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in ceramic artwork and critiques.
2. Identify and apply the principles of art used in ceramic artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in ceramic artworks.
4. Demonstrate technical ability and competence through projects involving the use of the ceramic mediums.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop some cultural awareness of ceramic visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the ceramics studio.

**Credits: 5**

**ART 226: Intermediate Ceramics: Hand Building**

This course helps students advance their ceramic based techniques and concepts through studio work, art theory, processes, and personal expression. The focus of the course is determined by student interests and will include a diverse offering of sculptural and functional theories and approaches to making. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in ceramic artwork and critiques.
2. Identify and apply the principles of art used in ceramic artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in ceramic artworks.
4. Demonstrate an increased technical ability and competence through projects involving the use of the ceramic mediums.
5. Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop an increased cultural awareness of ceramic visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the ceramics studio.

**Credits:** 5

**Prerequisites:**

ART224 or permission of the instructor.

**ART 227: Intermediate Ceramics: Wheel Throwing**

This course helps students advance their ceramic-based techniques and concepts through studio work, art theory, processes, and personal expression. Though the majority of the artwork in this course will be made utilizing the potter's wheel, the focus of course is determined by the functional theories and approaches to making. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in ceramic artwork and critiques.
2. Identify and apply the principles of art used in ceramic artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in ceramic artworks.
4. Demonstrate an increased technical ability and competence through projects involving the use of the ceramic mediums.
5. Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop an increased cultural awareness of ceramic visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the ceramics studio.

**Credits:** 5

**Prerequisites:**

ART225 or permission of the instructor.

**ART 260: Special Topics in Studio Art I**

The focus of the course is determined by student interests and will include a diverse offering of special topics in the advanced study of ceramics. This course helps students advance techniques and concepts through studio work, art theory, processes and personal expression. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in artwork and critiques.
2. Identify and apply the principles of art used in artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in artworks.
4. Demonstrate an increased technical ability and competence through projects involving the use of the medium/s being studied.
5. Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop an increased cultural awareness of visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the studio.

**Credits:** 1-5

**Prerequisites:**

Permission of the instructor.

**ART 261: Special Topics in Studio II**

The focus of the course is determined by student interests and will include a diverse offering of special topics in the advanced study of ceramics. This course helps students advance techniques and concepts through studio work, art theory, processes and personal expression. (E)

**Course Student Learning Outcomes**

1. Identify and apply the elements of art used in artwork and critiques.
2. Identify and apply the principles of art used in artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in artworks.
4. Demonstrate an increased technical ability and competence through projects involving the use of the medium/s being studied.
5. Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop an increased cultural awareness of visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the studio.

**Credits:** 1-5

**Prerequisites:**

Permission of the instructor.



### **ART 262: Special Topics in Studio III**

The focus of the course is determined by student interests and will include a diverse offering of special topics in the advanced study of ceramics. This course helps students advance techniques and concepts through studio work, art theory, processes and personal expression. (E)

#### **Course Student Learning Outcomes**

1. Identify and apply the elements of art used in artwork and critiques.
2. Identify and apply the principles of art used in artwork and critiques.
3. Identify and apply the components used to achieve aesthetics in artworks.
4. Demonstrate an increased technical ability and competence through projects involving the use of the medium/s being studied.
5. Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
7. Develop an increased cultural awareness of visual arts practice and history.
8. Demonstrate appropriate health and safety practices in the studio.

**Credits:** 1-5

#### **Prerequisites:**

Permission of the instructor.

## **Astronomy**

### **ASTR& 100: Survey of Astronomy**

Introduction to the universe, with emphasis on conceptual, as contrasted with mathematical, comprehension. Modern theories and observations; ideas concerning nature and evolution of galaxies; quasars, stars, black holes, planets, and solar system. (NS)

#### **Course Student Learning Outcomes**

1. Describe and explain why we have seasons, tides, see phases of the Moon, and how our geocentric model of the universe came to be.
2. Describe and explain Newton's laws (motion and gravity), and how we can understand the universe using light.
3. Describe and explain the formation of the solar system and planets, the characteristics of the terrestrial and Jovian planets, and the methods of discovery and classification of extra-solar planets.
4. Describe and explain the birth, life, and death processes of stars, and their remains.
5. Describe and explain the birth and evolution of galaxies, and the birth of the universe, including dark matter and the effects of dark energy we see today.
6. Identify the constellations visible from the northern hemisphere and relate some of the mythology of them.

**Credits:** 5

# Automotive Technology (inactive Summer, 2021)

## **ATEC 100: Basic Automotive**

Study of the automotive industry and shop safety. Through class discussion, guest speakers, and audio-visual aids, students learn about such automotive careers as service technicians, service advisors, and parts personnel. Students also learn safety regulations and methods for safe operation of shop equipment and work areas.

### **Course Student Learning Outcomes**

1. Recognize unsafe conditions that may occur in an automotive repair shop.
2. Identify the safe precautions that should be taken.
3. Relate the proper application of safety procedures.
4. Demonstrate safe operation of available equipment.
5. Identify and list the major parts of a modern automobile.
6. Understand the basic tools required of auto technicians.
7. Identify and describe the careers in the automotive field.
8. Know the skill requirements of the modern automobile technician.
9. List and describe the work performed by technicians in different automobile specialty areas.
10. Understand the different types of certifications and licenses required in the automotive field.
11. Understand the relationship between shop personnel and the customer. Communicate effectively with the customer.
12. Know how to search for service information using electronic and written references.
13. Know how to estimate a maintenance repair job that includes: parts and labor, using both manual and electronic means.
14. Read with understanding in order to perform competently as an automotive technician.
15. Convey ideas in writing in order to perform competently as an automotive technician.
16. Communicate effectively to perform competently as an automotive technician.
17. Use math to solve problems and communicate effectively.
18. Understand the expectations in the workplace, the responsibilities of an automotive technician and methods of securing employment within the field.
19. Demonstrate professionalism in the workplace, appropriate dress and conduct.
20. Demonstrate the ability to work as a productive member of a team.
21. Demonstrate the ability to use technology effectively in the workplace.

**Credits: 2**

**ATEC 105: Basic Automotive Engines**

An ASE/NATEF course designed to familiarize the student with methods, construction, working principles, theory, and aspects used in reconditioning and servicing the internal combustion engine. Classroom theory, along with hands-on experiences utilizing precision measuring tools, torque wrenches, and machining equipment and special tools will be discussed. The theories of levers, pressure/volume, expansion, momentum, inertia, leverage, and the operation of cams are stressed.

**Course Student Learning Outcomes**

1. Explain the duties and responsibilities of an automotive technician.
2. Demonstrate and discuss safe working practices.
3. Demonstrate the correct use of the hand tools, power tools, and precision measuring equipment used by the automotive technician.
4. Demonstrate proper component cleaning procedures.
5. Demonstrate proper machine set-up and reconditioning techniques on lab projects listed on student task sheet.
6. Know how to disassemble, inspect and measure assigned engine in the proper sequence.
7. Demonstrate how to properly clean individual engine components.
8. Demonstrate the correct assembly procedures of individual engine components.
9. List and identify faults, and factory specifications of assigned engine using the NATEF worksheet.
10. Demonstrate the ability to write a college level business style letter and report on the condition and recommendations of the assigned engine.
11. Read with understanding in order to perform competently as an Automotive Technician.
12. Convey ideas in writing in order to perform competently as an Automotive Technician.
13. Communicate effectively to perform competently as an Automotive Technician.
14. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
15. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
16. Demonstrate professionalism in workplace appropriate dress and conduct.
17. Demonstrate the ability to work as a productive member of a team.
18. Demonstrate the ability to use technology effectively in the workplace.

**Credits:** 10

**ATEC 110: Automotive Steering and Suspension**

An ASE/NATEF course designed to familiarize the student with methods, construction, working principals, theory, and aspects used in the reconditioning and servicing the internal combustion engine. Students will learn classroom theory along with hands on experiences utilizing precision measuring tools, torque wrenches, and machining equipment. Theories include levers, pressure/volume, expansion, momentum, inertia, leverage and the operation of cams.

**Course Student Learning Outcomes**

1. Identify the various components utilized in automotive front and rear suspension systems.
2. Describe the theories of wheel balance, front suspension component, and rear suspension component function and operation.
3. Demonstrate the proper service and repair procedures on automotive wheel and suspension systems.
4. Explain the duties and responsibilities of an automotive technician.
5. Demonstrate and discuss safe working practices.
6. List and identify faults, and factory specifications of assigned engine using the NATEF worksheet.
7. Read with understanding in order to perform competently as an Automotive Technician.
8. Convey ideas in writing in order to perform competently as an Automotive Technician.
9. Communicate effectively to perform competently as an Automotive Technician.
10. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
11. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
12. Demonstrate the ability to use technology effectively in the workplace.
13. Demonstrate professionalism in workplace appropriate dress and conduct.
14. Demonstrate the ability to work as a productive member of a team.
15. Participate in weekly online Canvas class curriculum.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 or concurrent enrollment.

**ATEC 115: Automotive Brake Systems**

An ASE/NATEF course designed to familiarize the student with methods, construction, working principals, theory, and aspects used in provide instruction in the principles of automotive brake systems. Included are theory, service and repair of disc and drum brakes, manual and power brakes, and brake system control and indicating devices.

**Course Student Learning Outcomes**

1. Identify the various brake components.
2. Describe the theory of brake system operation.
3. Demonstrate the proper service and repair procedures on automotive brake systems.
4. Explain the duties and responsibilities of an automotive technician.
5. Demonstrate and discuss safe working practices.
6. Demonstrate the correct use of the hand tools, power tools, and precision measuring equipment used by the automotive technician.
7. List and identify faults, and factory specifications of assigned engine using the NATEF worksheet.
8. Read with understanding in order to perform competently as an Automotive Technician.
9. Convey ideas in writing in order to perform competently as an Automotive Technician.
10. Communicate effectively to perform competently as an Automotive Technician.
11. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
12. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
13. Demonstrate the ability to use technology effectively in the workplace.
14. Demonstrate professionalism in workplace appropriate dress and conduct.
15. Demonstrate the ability to work as a productive member of a team.
16. Participate in weekly online Canvas class curriculum.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 or concurrent enrollment.

**ATEC 200: Engine Performance I Basic Fuel Systems**

An ASE/NATEF Engine Performance course with a brief overview of automotive fuel chemistry. The main emphasis of the class will be an introductory overview of fuel injection systems including fuel pump testing and inspection. Also covered will be an introduction to computer controls that relate to fuel delivery and emission control.

**Course Student Learning Outcomes**

1. List and describe the major components in the fuel system.
2. Describe the basic operation of an internal combustion engine.
3. Explain the development, types of octane ratings, and uses of gasoline.
4. Explain the different types of alternative automotive fuels.
5. Describe the basic operation of mechanical and electric fuel pumps.
6. Demonstrate proper diagnostic techniques of electric fuel pump controls and circuits.
7. Demonstrate proper safety in working with low and high pressure fuel injection systems.
8. Demonstrate proper diagnosis of electric fuel pump operation.
9. Describe the operation of throttle body and port injection.
10. Demonstrate proper diagnosis of electronic fuel injectors.
11. Demonstrate proper use of fuel injector cleaning equipment.
12. Demonstrate an introductory level knowledge of automotive scan tools.
13. Demonstrate an introductory level knowledge of automotive exhaust emission testers.
14. Explain how an automotive computer uses various inputs to calculate fuel trim.
15. Read with understanding in order to perform competently as an Automotive Technician.
16. Convey ideas in writing in order to perform competently as an Automotive Technician.
17. Communicate effectively to perform competently as an Automotive Technician.
18. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
19. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
20. Demonstrate the ability to use technology effectively in the workplace.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 and ATEC 201.

**ATEC 201: Automotive Electrical Systems I**

An ASE/NATEF course designed to familiarize the student with fundamentals of DC electricity pertaining to the automotive trade. Included in the course of study will be instruction in basic electrical fundamentals, batteries, starters, charging systems, body wiring, and diagnosis of electrical components.

**Course Student Learning Outcomes**

1. Identify the various electrical systems, components, and component parts relating to automotive starting, charging, and ignition systems.
2. Demonstrate the proper use of electrical test equipment to determine serviceability and repair necessary to automotive electrical components and systems.
3. Describe the theory of automotive electrical fundamentals and the application of those fundamentals regarding basic electricity, electromagnetism, and starting, charging, and ignition systems.
4. Demonstrate proper use of diagnostic aid such as wiring diagrams, flow charts and TSB's.
5. Read with understanding in order to perform competently as an Automotive Technician.
6. Convey ideas in writing in order to perform competently as an Automotive Technician.
7. Communicate effectively to perform competently as an Automotive Technician.
8. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
9. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
10. Demonstrate the ability to use technology effectively in the workplace.
11. Demonstrate professionalism in workplace appropriate dress and conduct.
12. Demonstrate the ability to work as a productive member of a team.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 or concurrent enrollment.

**ATEC 202: Automotive Electrical Systems II**

Continuation of ATEC 201, with review and a more in-depth study of the fundamentals of DC electricity: Electrical fundamentals review, batteries, starters, charging systems, modern ignition systems, body wiring, and an introduction to automotive computer-control systems are included.

**Course Student Learning Outcomes**

1. Identify the various electrical systems, components, and component parts relating to automotive starting, charging, and ignition systems.
2. Demonstrate the proper use of electrical test equipment to determine serviceability and repair necessary to automotive electrical components and systems.
3. Describe the theory of automotive electrical fundamentals and the application of those fundamentals regarding basic electricity, electromagnetism, and starting, charging, and ignition systems.
4. Show an introductory level knowledge of how an automotive computer uses electricity and Ohm's Law to process sensor inputs.
5. Read with understanding in order to perform competently as an Automotive Technician.
6. Convey ideas in writing in order to perform competently as an Automotive Technician.
7. Communicate effectively to perform competently as an Automotive Technician.
8. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
9. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
10. Demonstrate the ability to use technology effectively in the workplace.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC100 and ATEC201.

### **ATEC 203: Automotive Electrical Systems III**

Continuation of ATEC 202 with emphasis on computer-controlled systems in modern automobiles and light-duty trucks. Review of electricity theory; advanced wiring diagnosis; modern ignitions systems; theory and diagnosis of modern computer-controlled systems, such as antilock brakes, safety restraint systems, ride control and air suspension; climate control, electronic four-wheel drive; OBD I and OBD II engine-control computers; and GEM modules.

#### **Course Student Learning Outcomes**

1. Identify the various computerized electrical systems, components, and component parts relating to automotive starting, charging, ignition systems, antilock brakes, safety restraint systems, ride control and air suspension, climate control, electronic 4 wheel drive and OBD I and OBD II Systems.
2. Demonstrate the proper use of electrical test equipment to determine serviceability and repair necessary to automotive computer electrical components and systems.
3. Describe the theory of automotive computer electrical fundamentals and the application of those fundamentals.
4. Show knowledge of how an automotive computer uses electricity and Ohm's Law to process sensor inputs and outputs.
5. Describe the theory and design of transistors as it applies to vehicle computer controls.
6. Show knowledge of vehicle computers use of logic gates.
7. Demonstrate knowledge and proper diagnostic techniques of CAN systems used in modern automobiles.
8. Read with understanding in order to perform competently as an Automotive Technician.
9. Convey ideas in writing in order to perform competently as an Automotive Technician.
10. Communicate effectively to perform competently as an Automotive Technician.
11. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
12. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
13. Demonstrate the ability to use technology effectively in the workplace.
14. Demonstrate professionalism in workplace appropriate dress and conduct.
15. Demonstrate the ability to work as a productive member of a team.

**Credits:** 6

#### **Prerequisites:**

2.0 or higher in ATEC 100,201, and 202.

### **ATEC 205: Engine Performance II, Advanced Fuels**

Continuation of ATEC 200. Emphasis on modern fuel-injection systems. Includes diagnosing fuel-related drivability; emission testing; computerized inputs and outputs relating to fuel delivery and emission control; and an introduction to alternative fuels.

#### **Course Student Learning Outcomes**

1. Describe computer control inputs, outputs and operation as they pertain to fuel delivery and emissions.
2. List automotive fuel injection types, and operation.
3. Describe engine knocks, detonation, pre-ignition, and timing.
4. List and define emissions, testing, and the causes and results thereof.
5. Perform diagnosis and repair of fuel injection components including computerized inputs and outputs.
6. Demonstrate proper use of scan tools and digital storage oscilloscopes while diagnosing sensors and actuators associated with fuel injection systems.
7. Diagnose emission related problems.
8. Demonstrate proper use of a five gas analyzer.
9. Read with understanding in order to perform competently as an Automotive Technician.
10. Convey ideas in writing in order to perform competently as an Automotive Technician.
11. Communicate effectively to perform competently as an Automotive Technician.
12. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
13. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
14. Demonstrate the ability to use technology effectively in the workplace.
15. Demonstrate professionalism in workplace appropriate dress and conduct.
16. Demonstrate the ability to work as a productive member of a team.

**Credits:** 6

#### **Prerequisites:**

2.0 or higher in ATEC 200 and ATEC 202.

**ATEC 206: Engine Performance III, Driveability**

An ASE/NATEF Engine Performance course covering all aspects of drivability diagnosis in modern passenger vehicles including modern fuel injection, modern ignition systems, on board computers, mechanical failures and emission failures. There is also extensive use of modern diagnostic equipment.

**Course Student Learning Outcomes**

1. Demonstrate the proper use of electrical test equipment to determine serviceability and repair necessary to automotive computer electrical components and systems.
2. Describe the theory of automotive computer electrical fundamentals and the application of those fundamentals.
3. Show knowledge of how an automotive computer uses electricity and Ohm's Law to process sensor inputs and outputs.
4. Identify the various computerized electrical systems, components, and component parts relating to automotive starting, charging, ignition systems, fuel systems and emission control system in OBD I and OBD II Systems.
5. List automotive fuel injection types, and operation.
6. Describe engine knocks, detonation, pre-ignition, and timing.
7. List and define emissions, testing, and the causes and results thereof.
8. Perform diagnosis and repair of fuel injection components including computerized inputs and outputs.
9. Diagnose emission related problems.
10. Read with understanding in order to perform competently as an Automotive Technician.
11. Convey ideas in writing in order to perform competently as an Automotive Technician.
12. Communicate effectively to perform competently as an Automotive Technician.
13. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
14. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
15. Demonstrate the ability to use technology effectively in the workplace.
16. Demonstrate professionalism in workplace appropriate dress and conduct.
17. Demonstrate the ability to work as a productive member of a team.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 203 AND ATEC 205.

**ATEC 210: Automatic Transmission & Transaxles**

Fundamentals of automatic transmission operation, including methods of gear change, power flows, and basic hydraulic principles used in automatic transmissions.

**Course Student Learning Outcomes**

1. List and define automatic transmission parts and components.
2. List and price parts needed for a complete transmission overhaul.
3. Compute labor charges for a complete transmission overhaul.
4. List and define proper service and overhaul procedures.
5. Demonstrate proper transmission assembly and overhaul procedures.
6. Describe proper operation of transmission modulators, TV linkage, governors, and manual linkage, and how they operate together.
7. Describe clutch, bank, servo, and related operation.
8. List hydraulic principles and fundamentals, including valves, and their operation to control shifting and shift points.
9. List and define torque converter components, torque converter clutches, operation and testing including stall tests.
10. List and define new transmission designs and component development as they become pertinent to the field.
11. List and describe electronic developments pertinent to automatic transmissions.
12. Read with understanding in order to perform competently as an Automotive Technician.
13. Convey ideas in writing in order to perform competently as an Automotive Technician.
14. Communicate effectively to perform competently as an Automotive Technician.
15. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
16. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
17. Demonstrate professionalism in workplace appropriate dress and conduct.
18. Demonstrate the ability to work as a productive member of a team.
19. Demonstrate the ability to use technology effectively in the workplace.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 and ATEC 201.

**ATEC 212: Automotive Heating and Air Conditioning**

Theory and operation of automotive heating and air-conditioning systems. Methods for service and repair of heating and air conditioning and troubleshooting techniques.

**Course Student Learning Outcomes**

1. Describe the fundamentals of operation of automotive heating and air conditioning systems.
2. List and define the major components of the automotive heating and air conditioning system.
3. List and define proper repair procedures for the automotive and air conditioning system.
4. Demonstrate correct and safe repair and troubleshooting procedures for the automotive heating and air conditioning system.
5. List and identify the types of heating and air conditioning systems used by the various major automotive manufactures.
6. List and identify faults, and factory specifications using the NATEF worksheet.
7. Read with understanding in order to perform competently as an Automotive Technician.
8. Convey ideas in writing in order to perform competently as an Automotive Technician.
9. Communicate effectively to perform competently as an Automotive Technician.
10. Use math & science to solve problems and to communicate findings to fulfill Automotive Technician responsibilities.
11. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
12. Demonstrate the ability to use technology effectively in the workplace.
13. Demonstrate professionalism in workplace appropriate dress and conduct.
14. Demonstrate the ability to work as a productive member of a team.

**Credits:** 6

**Prerequisites:**

2.0 or higher in ATEC 100 and be in the second year of the program, or instructor permission.

**ATEC 215: Manual Drivetrains and Axles**

Theory and diagnosis of automotive power-train components on vehicles in the lab. Practical application of diagnosis, service, and repair on clutches, drive shafts, universal joints, front-wheel drive axles, manual transmissions, manual transaxles, rear axles, differentials, and four-wheel drive transfer cases.

**Course Student Learning Outcomes**

1. List and describe the functions of a standard and semi-centrifugal clutch and how it operates.
2. Describe the basic fundamentals of centrifugal force, inertia, leverage, and torque multiplication.
3. List and diagnose clutch and clutch related problems.
4. List and explain the proper procedures for clutch removal and installation.
5. List essential clutch, transmission, driveline, differential and rear axle components.
6. Inspect components and identify wear areas.
7. Describe the function of manual transmissions.
8. Describe the operation of three, four, and five speed manual transmissions.
9. Identify and define components in three, four and five speed manual transmissions.
10. Diagnose manual transmission and shift linkage problems.
11. Properly disassemble, inspect, and carefully reassemble three different manual transmissions.
12. Describe the power flow on each transmission worked on.
13. Describe the function of an overdrive transmission.
14. Describe the function of universal joints.
15. List and define the types of universal joints and drive shafts in use.
16. Describe the function of a differential.
17. Properly remove and replace two types of universal joints.
18. List and define the conventional and limited slip differential.
19. Properly disassemble, carefully inspect, reassemble and adjust at least one removable and one integral type differential.
20. List the types of rear axle bearing in use today.
21. Read with understanding in order to perform competently as an Automotive Technician.
22. Convey ideas in writing in order to perform competently as an Automotive Technician.
23. Communicate effectively to perform competently as an Automotive Technician.
24. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
25. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.



26. Demonstrate the ability to use technology effectively in the workplace.
27. Demonstrate professionalism in workplace appropriate dress and conduct.
28. Demonstrate the ability to work as a productive member of a team.

**Credits: 8**

### **ATEC 225: Automotive Repair**

Hands-on experience on prescribed automobile repairs. Synthesizes prior training in a laboratory that is an operational shop. Speed and accuracy stressed. Laboratory time dedicated to repair and service of automatic transmission, automatic transaxle, and internal combustion engines.

#### **Course Student Learning Outcomes**

1. Demonstrate and improve proficiency in skills relating to: General automatic transmission/transaxle diagnosis; Automatic transmission/transaxle maintenance adjustment; In-car automatic transmission/transaxle repair; General engine diagnosis; Engine R & R (where applicable); Cooling system/lubrication system diagnosis and repair; Brakes; Steering and suspension.
2. Demonstrate accepted repair shop procedures such as: Use of time clock; Proper use of service publications and online resources; Proper parts procurement procedures; Proper and safe use of shop tools and special equipment; Correct and proper completion of required paper work.
3. Maintaining Professionalism: Exhibit positive behavior; Treat people with respect; Comply with organizational expectations; Comply with company dress/appearance standards; Maintain regular attendance; Prioritize and organize workloads.
4. Maintaining a Safe and Healthy Environment: Comply with safety and health rules/procedures; Use and maintain proper tools and equipment; Maintain clean work area; Know how to react during emergencies.
5. Demonstrate Technology Literacy: Demonstrate basic keyboarding skills; Demonstrate basic knowledge of computers; Contribute weekly to Canvas Synopsis of your weeks performance.
6. Maintaining Interpersonal Relationships: Value individual diversity; Respond to praise and/or criticism; Provide constructive praise and /or criticism; Resolve conflicts and control emotional reactions; Display a positive attitude; Work with team members to complete a task.
7. Read with understanding in order to perform competently as an Automotive Technician.
8. Convey ideas in writing in order to perform competently as an Automotive Technician.
9. Communicate effectively to perform competently as an Automotive Technician.
10. Use math to solve problems and communicate to fulfill responsibilities of an Automotive Technician.
11. Understand the expectations of the workplace, the responsibilities of an Automotive Technician and the methods of securing employment within the field.
12. Demonstrate the ability to use technology effectively in the workplace.

**Credits:** 5

**Prerequisites:**

Final quarter standing in Automotive Technology Program or consent of program instructor.

**ATEC 291: Automotive Internship**

Students will learn from and be mentored by professionals in the automotive industry. Employability skills will be stressed; mentor evaluations will be part of the learning process. Students will complete weekly work journals. 55 hours per credit.

**Course Student Learning Outcomes**

1. Apply skills that relate to the internship workplace
2. Identify individual strengths and weaknesses related to workplace skills and behaviors
3. Acquire new workplace skills and behaviors
4. Demonstrate effective communication and interpersonal behaviors in the workplace
5. Demonstrate initiative and time management in a workplace setting

**Credits:** 1-5

**Prerequisites:**

Students must be in their sixth quarter. Instructor permission required.

## Bachelor of Applied Science in Applied Management

**BAS 301: Managerial Accounting**

This course is intended for students in the Bachelor of Applied Science (BAS) in Applied Management program where understanding the basic principles of financial and managerial accounting is essential in the successful execution of management responsibilities. The course defines financial statement interrelationships, financial analysis, product cost, budgetary control systems, and information reporting for the planning, coordinating, and monitoring of the performance of a business.

**Course Student Learning Outcomes**

1. Describe and apply managerial accounting concepts.
2. Discuss the purpose of internal control systems in business and develop internal control policies and procedures.
3. Read, interpret, and analyze the annual report of a publicly held company, including the primary financial statements (income statement, balance sheet, and the statement of cash flows) and related notes.
4. Develop an operational budget and finance budget, describe how to interpret the differences from budgeted amounts when evaluating actual performance and explain how the differences would be investigated.
5. Analyze, evaluate, and synthesize accounting information to support business decisions.

**Credits:** 5

**BAS 315: Management, Leadership, and Organizations**

(Formerly BAS 310) People no longer work for a single organization for the duration of their career. With access to social media and the increased transparency into the quality of management and leadership in organizations, people can be more selective in the organizations they choose to work for. Additionally, society is placing an increasing value on work/life balance, diversity, and organizational justice. Entrepreneurs are experimenting with a variety of organizational structures that differ from the dominant pyramid structure with a single focus on shareholder value. In this course, students will learn management, leadership, and problem-solving techniques and be exposed to a variety of organizational cultures and structures. Learning about the variety of management and leadership styles and organizations allows students to determine what type of manager or leader they want to be or work for and what type of organization they want to work in.

**Course Student Learning Outcomes**

1. Apply critical thinking techniques to identify problems, understand the situation, define the end state, identify alternatives, decide on a solution, create a plan to implement the solution, and reflect to learn.
2. Assess a situation, identify potential improvements in individual and group effectiveness, and determine if management or leadership skills are needed and what type of influence and motivation should be utilized to move the organization toward achieving the strategic goals.
3. Practice effective communication to learn how to influence colleagues to improve the organization's structure, culture, and/or processes.
4. Differentiate a variety of organizations' cultures and structures and assess their impacts on customer and employee satisfaction.
5. Identify individual strengths and weaknesses in emotional intelligence as well as management, and leadership skills.

**Credits: 5**

**BAS 325: Legal Environments in Business**

An introduction to the traditional and emerging legal principles and theory involved in business management. Focus on how to manage employees and other relationships without stepping on legal landmines. Emphasis placed on preventative law as well as strategies to resolve workplace conflict without protracted litigation.

**Course Student Learning Outcomes**

1. Overview of Legal Principles: Students will learn legal terms and principles so that they have an understanding of how laws and regulations influence and often dictate the business management of various companies. Students will be able to apply the legal principles to avoid or mitigate lawsuits.
2. Community Relations: Students will examine and have an understanding of how business interacts with the community through waste, chemicals, and other environment factors. Students will be able to apply sound business and legal principles to avoid lawsuits from environmental pollution.
3. Consumer Relations: Students will understand and learn legal principles that apply to consumer relations such as manufacturing, marketing, product liability, quality control, misrepresentations, and ethics. Students will be able to implement a vast array of legal and alternative dispute resolution techniques and knowledge to avoid or mitigate lawsuits.
4. Business-to-Business Relations: Students will understand the contractual relationships including the potential risk and liability when one company breaches its contract. Students will be able to understand and apply legal principles regarding damages, remedies, indemnification, and hold harmless agreements when negotiating workable business and consumer contracts.
5. Employment Relations: Students will learn and understand the principles of EEOC, state, safety and other laws and regulations that affect the workplace. Students will be able to incorporate solid legal principles to reduce workplace claims. Students will have the tools, tips and techniques to turn reactionary attitudes into proactive mindsets by helping workers collaborate to resolve conflict internally instead of filing lawsuits.

**Credits: 5**

**BAS 330: Management Information Systems**

The discipline of Management Information Systems (MIS) bridges the gap between computer science disciplines and business disciplines such as marketing, strategic management, and finance among others. The term Management Information Systems encompasses a multitude of definitions depending on the source. The definition applied in this course is that MIS consists of technologies and processes that are used to collect and analyze data, convert it into information, on which a decision can be made, and then disseminate the information to the appropriate people in an organization. This course will focus on such topics as information technology (IT) infrastructure, Enterprise Applications, databases as decision support systems, and others.

**Course Student Learning Outcomes**

1. Understand how and where data is stored and how to access it including fundamental data concepts, database structures, types of databases, data warehouses, and database management.
2. Analyze and synthesize the three types of searches for data, based on Simon's four phases of decision making, including unstructured, structured adhoc, and structured continuous.
3. Assess the importance of computerized decision support systems.
4. Understand and apply information types to assess the data and convert it into information.
5. Assess the impact of information on the organization and communicate information via easily understood formats including reports and dashboards.

**Credits: 5**

**BAS 340: Applied Financial Management**

An introduction to the application of financial management principles. Includes the analysis of financial statements for planning and control, cash and capital budgeting, risk and return, capital structure, and financing the short- and long-term requirements of the firm. Students will apply basic tools and techniques used to value a firm and evaluate and fund prospective investment opportunities. This class will include students from multiple sections. Prerequisite: BAS 301 or permission of instructor.

**Course Student Learning Outcomes**

1. Define and apply the basic finance concepts, principles, terminology, and techniques.
2. Apply present value concepts to value a business and evaluate potential capital investments.
3. Describe working capital management policies.
4. Apply tools of financial analysis and planning.
5. Demonstrate competency in excel to create a budget of financial and cash forecasting.

**Credits: 5**

**BAS 358: Marketing for Managers**

The preeminent business visionary, Peter Drucker, described marketing as one of the two most important elements of an organization's success. This is true for both nonprofit and for-profit organizations. Although social media is a new and highly valuable marketing tool, social media needs to augment, as opposed to replace, marketers' foundational tools of TV, radio, and print media. Additionally, with the bombardment of marketing messages combined with the elimination of commercials, it's more difficult than ever for marketers to construct engaging messages and get them to the right audience. In this course, students will learn about and assess the benefits and disadvantages of traditional marketing tools as well as social media. Students will also compose stories that will generate both long-term brand loyalty and short-term sales.

**Course Student Learning Outcomes**

1. Discuss various concepts, theories, and principles of social media management.
2. Understand and apply Metcalf's Law.
3. Understand and apply current social media trends.
4. Research social media users, and design a social media for a site appropriate to users' needs.
5. Plan a social media marketing campaign.
6. Identify and access the effects of mobile social media.
7. Identify and apply change management techniques to the implementation of social media elements within an organization.

**Credits: 5**

**BAS 380: Project Management**

In management, projects are major undertakings that have a limited duration (i.e., finite completion point) and, as such, require a unique approach for administration. Course covers the theory and practice of project management in the context of technical and human resource constraints. Students learn to apply the knowledge, skills, tools, and techniques for project activities necessary to meet project requirements through the use of software and the approaches prescribed by the PMBOK.

**Course Student Learning Outcomes**

1. Practice leadership and management techniques to incorporate a diversity of views and opinions to quickly move a team from the forming stage into the performing stage, creatively resolve issues, and achieve organizational objectives.
2. Practice interpersonal communication techniques to share ideas, exchanging information; and effectively influence a variety of stakeholders.
3. Utilize a variety of tools to communicate team and individual deliverables, receive and provide project updates, and resolve problems to ensure the project remains on track.
4. Construct project plan consisting of a charter, project scope, identified stakeholders, communication plan, work breakdown structure and Gantt chart, human resource needs, budget, as well as risk assessment.

**Credits: 5**

**BAS 390: Human Resources Management**

This course explores human resource management as a way to achieve high levels of organizational performance. In this class, we will evaluate the strategic importance, ethical issues, and organizational impact related to the following areas of human resources: talent acquisition and talent management; organizational development; the legal environment of business; global HR; training and development; diversity; and total rewards (compensation and benefits).

**Course Student Learning Outcomes**

1. Understand the world of Human Resources.
2. Apply Human Resource principles to an organization.
3. Apply Human Resource policies to help an organization's strategy.

**Credits: 5**

**BAS 435: Operations Management**

Unique aspects of managing and growing small- to medium-sized businesses, including strategic and operational planning, ethical issues, organizational controls and tools, marketing management and techniques, financial analysis and accounting, risk management, human resource management, and international opportunities.

**Course Student Learning Outcomes**

1. Identify, analyze, and resolve cost related problems for producing goods and rendering services to increase an organization's market competitiveness.
2. Demonstrate interpersonal communication skills using negotiating techniques to build allian relationships and drive down costs.
3. Evaluate a variety of processes for delivering a service or constructing a product including outsourcing and the integration of such technology as automation and robotics to drive down costs.
4. Apply the LEAN methodology to identify activities that add value for the customer and assess the potential for reducing waste from processes without sacrificing productivity.

**Credits: 5**

**Prerequisites:**

BAS 301, BAS 315 and MATH& 146 or permission of instructor.

**BAS 461-465: BAS Internship**

BAS students will experience the links between management theory and practice through the application, in a work setting, of the knowledge and skills gained in the classroom. They will demonstrate skills and knowledge in the focus area of their internship; effective management; time commitments and responsibilities of managers; the host organization's structure, policies and practices; and interpersonal skills. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply skills that relate to management in the workplace
2. Identify individual strengths and weaknesses related to management skills and behaviors
3. Acquire new management-level skills and behaviors
4. Demonstrate effective communication and interpersonal behaviors in the workplace
5. Demonstrate initiative and time management in a workplace setting

**Credits: 1-5**

**BAS 485: Ethics for Managers**

Managers will face many important and far-reaching decision making, ethical, and leadership situations in their professional lives. This course provides a systematic way to approach decisions, ethics, and leadership. It analyzes complex decision, ethical, and leadership problems by breaking them into manageable pieces and by providing important insights that will lead to clarity of thought and commitment to action.

**Course Student Learning Outcomes**

1. Recognize and resolve potential and real ethical issues within an organization that may result in a tarnished brand and/or legal liabilities.
2. Practice effective communication to influence colleagues to prevent and/or resolve ethical issues.
3. Assess individual, personal ethical values using one or more of the theories of ethics to determine how to resolve ethical issues.
4. Identify the multiple ethical interests at stake in real-world situations and articulate what makes a particular course of action ethically defensible and why.

**Credits:** 5

**BAS 490: Strategic Management & Policy**

Course explores strategic issues facing organizations, including top management decision making and social responsibility; environmental and industry analysis; establishing organizational mission and objectives; corporate, business and functional level strategy formulation; global and multi- domestic Strategies; strategic implementation and control; and integrating operations, finance, marketing and human resource strategies. Computer modeling to solve strategic problems is used throughout the class. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Construct an organization with internal core capabilities including the enterprise's culture, structure, compensation, the quality and pricing of products and services, ethical standards, operational efficiencies, and relationships with stakeholders to create a competitive advantage.
2. Formulate a marketing plan to generate brand awareness and increase revenue.
3. Design a financial plan to maintain the organization's fiscal well-being
4. Develop external strategies such as cost leadership, product differentiation, vertical integration, and strategic alliances to increase long-term competitiveness.

**Credits:** 5

**Prerequisites:**

BAS 435, BAS 485 and MATH& 146

## Basic Education for Adults

**BASED 1-18: English As a Second Language Levels 1-6**

Courses designed to improve reading, writing, and speaking the English language in order to become college and/or career ready.

**Course Student Learning Outcomes**

1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. speak and write about level-appropriate complex literary and informational texts and topics.
4. construct level-appropriate oral and written claims and support them with reasoning and evidence.
5. conduct research and evaluate and communicate findings to answer questions or solve problems.
6. analyze and critique the arguments of others orally and in writing.
7. adapt language choices to purpose, task, and audience when speaking and writing.
8. determine the meaning of words and phrases in oral presentations and literary and informational text.
9. create clear and coherent level-appropriate speech and text.

**Credits:** 0

## **BASED 1-59: Adult Basic Education Levels 1-6**

Courses designed to improve basic reading, writing and math skills that meet requirements for a Washington State high school diploma. Preparation for GED® testing is also available.

### **Course Student Learning Outcomes**

#### **HSE Contemporary World Problems (BASED 40)**

1. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
2. Read and comprehend history/social studies texts at a College & Career Ready level of complexity.
3. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
4. Conduct short as well as more sustained research projects based on focused questions (including self-generated question) or to solve a problem, demonstrating understanding of the subject under investigation.
5. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
6. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence (when writing or speaking) to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
7. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
8. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **HSE Fine Arts (BASED 41)**

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
3. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
4. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### **HSE English (BASED 42)**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### **HSE Occupational Education (BASED 44)**

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
4. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **HSE Science Lab (BASED 45)**

1. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.
2. Synthesize information from a range of sources (e.g. texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

3. Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, or experiment, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

#### HSE US History and US Civics and Government (BASED 46, 56)

1. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
2. Read and comprehend history/social studies texts at a College & Career Ready level of complexity.
3. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
4. Conduct short as well as more sustained research projects based on focused questions (including self-generated question) or to solve a problem, demonstrating understanding of the subject under investigation.
5. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
6. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence (when writing or speaking) to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
7. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
8. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### HSE Washington State History (BASED 47)

1. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
2. Read and comprehend history/social studies texts at a College & Career Ready level of complexity.
3. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
4. Conduct short as well as more sustained research projects based on focused questions (including

self-generated question) or to solve a problem, demonstrating understanding of the subject under investigation.

5. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
6. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence (when writing or speaking) to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
7. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
8. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### HSE Health (BASED 49)

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
4. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
5. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### HSE Physical Education (BASED 58)

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
4. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### HSE Science (BASED 59)

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Read and comprehend science & technical text at a College & Career Ready level of complexity.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Conduct short as well as more sustained research projects based on focused questions (including self-generated question) or to solve a problem, demonstrating understanding of the subject under investigation.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### Math 1-4 (51-54)

While each course focuses on specific math concepts which build from basic to more complex operations, teaching and learning strategies will integrate the following 8 standards for mathematical practice.

- Make sense of problems and persevere in solving them (CCRS: MP.1)
- Reason abstractly and quantitatively (CCRS: MP.2)
- Construct viable arguments and critique the reasoning of others (CCRS: MP.3)
- Model with mathematics (CCRS: MP.4)
- Use appropriate tools strategically (CCRS: MP.5)
- Attend to precision (CCRS: MP.6)
- Look for and make use of structure (CCRS: MP.7)
- Look for and express regularity in repeated reasoning (CCRS: MP.8)

\*Learning outcomes for these courses are the Standards for Mathematical Practice in the College and Career Readiness Standards.

**Credits: 0**

## Biology

### BIOL& 100: Survey of Biology

Introduction to the structural and functional characteristics of life. Surveys the evolutionary, ecological, cellular, and genetic biology of living organisms. This class will include students from multiple sections. (NS)

#### Course Student Learning Outcomes

- Identify and use fundamental biochemical principles to explain life processes and structure.
- Explain common life processes of metabolism, photosynthesis, and homeostasis.
- Use fundamental genetic principles to explain inheritance, biodiversity and evolution.
- Describe general features of organisms across taxonomic ranks including domain, kingdom, phylum and common classes.
- Apply fundamental ecological principles to explain biological diversity, ecosystem processes, and human effects on ecosystem processes.
- Practice common fundamental methods of scientific inquiry such as observation; hypothesis creation; simple study design; development and implementation of study protocols; data collection and analysis; drawing conclusions; and communicating scientific findings.

**Credits: 5**

#### Prerequisites:

Eligibility for both ENGL& 101 and MATH 090/091.

**BIOL& 160: General Biology with Lab, Cell Biology Emphasis**

Includes process of science, overview of central ideas of biology (unity, diversity, interdependence, evolution), basic chemistry concepts, biomolecules, cell structure, cell physiology (including enzyme function, energetics, synthesis of DNA, RNA and protein), cell reproduction, introduction to genetics. (NS)

**Course Student Learning Outcomes**

1. Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
2. Explain and give examples of the basic themes and concepts of the chemistry of life including basic cell chemistry, properties of water and pH, basic organic chemistry, and properties of organic macromolecules (carbohydrates, lipids, proteins, and nucleic acids).
3. Explain and give examples of the basic themes and concepts of cell biology including cell structure and function, membrane structure and function, metabolism and enzyme function, respiration and fermentation, photosynthesis, cell communication, and mitosis.
4. Explain and give examples of the basic themes and concepts of genetics including meiosis and sexual life cycles, Mendelian genetics, chromosomes and non-Mendelian genetics, function of DNA (synthesis, transcription, and translation), regulation of gene expression, DNA tools and biotechnology, and genomes and their evolution.
5. Explain and give examples of the evolution and diversity of viruses, bacteria, and protists.
6. Apply quantitative analysis to solve problems in hypothetical and real situations.
7. Demonstrate ability to process information and experiences in the form of laboratory write-ups and project presentations to convey findings of library research and/or scientific inquiry using appropriate language, format, and graphical methods.
8. As a group (3-6 students) design and conduct a scientific exploration, interpret results, and explain findings in a logical and appropriate manner using critical thinking and problem solving skills.
9. Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

**Credits: 5****Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91.

**BIOL& 221: Ecology and Evolution**

First course in the three-quarter sequence of introductory biology for science students. An introduction to evolutionary and ecological processes involved in the generation of our planet's biodiversity, including a review of patterns and processes that influence the origin, evolution, distribution, and abundance of living things. (NS)

**Course Student Learning Outcomes**

1. Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
2. Explain and give examples of the basic themes and concepts of ecology, including abiotic and biotic factors, the ecology of individuals, interactions, populations, communities, ecosystems, landscapes, global ecology, succession, and conservation biology.
3. Explain and give examples of the basic themes and concepts of evolution, including natural selection, sexual selection, genetic drift, gene flow, mutation, microevolution, Hardy-Weinberg equilibrium, and macroevolution.
4. Explain and give examples of the evolution and diversity of animals.
5. Correctly and safely use scientific equipment to make observations and collect data.
6. Apply quantitative analysis to solve problems in hypothetical and real situations.
7. Demonstrate ability to process information and experiences in the form of laboratory write-ups and project presentations to convey findings of library research and/or scientific inquiry using appropriate language, format, and graphical methods.
8. As a group (3-6 students) design and conduct a scientific exploration, interpret results, and explain findings in a logical and appropriate manner using critical thinking and problem solving skills.
9. Describe connections of the covered concepts of biology to their local environments and daily lives.

**Credits: 5****Prerequisites:**

Placement into college-level English (ENGL& 101) and prerequisite or concurrent MATH 098/099 or higher.

**BIOL& 222: Molecular & Cellular Biology**

Second course in the three-quarter sequence of introductory biology for science students. Introduction to structure and function of biomolecules, cells, and membranes; photosynthesis and respiration; molecular origin of life; phylogenetic and metabolic diversity of prokaryotes; and molecular genetics and genomics. (NS)

**Course Student Learning Outcomes**

1. Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
2. Explain and give examples of the basic themes and concepts of the chemistry of life including basic cell chemistry, properties of water and pH, basic organic chemistry, and properties of organic macromolecules (carbohydrates, lipids, proteins, and nucleic acids).
3. Explain and give examples of the basic themes and concepts of cell biology including cell structure and function, membrane structure and function, metabolism and enzyme function, respiration and fermentation, photosynthesis, cell communication, and mitosis.
4. Explain and give examples of the basic themes and concepts of genetics including meiosis and sexual life cycles, Mendelian genetics, chromosomes and non-Mendelian genetics, function of DNA (synthesis, transcription, and translation), regulation of gene expression, DNA tools and biotechnology, and genomes and their evolution.
5. Explain and give examples of the evolution and diversity of viruses, bacteria, and protists.
6. Apply quantitative analysis to solve problems in hypothetical and real situations.
7. Demonstrate ability to process information and experiences in the form of laboratory write-ups and project presentations to convey findings of library research and/or scientific inquiry using appropriate language, format, and graphical methods.
8. As a group (3-6 students) design and conduct a scientific exploration, interpret results, and explain findings in a logical and appropriate manner using critical thinking and problem solving skills.
9. Describe connections of the covered concepts of biology to their local environments and daily lives.

**Credits:** 5

**Prerequisites:**

BIOL& 221 (minimum 2.0), and CHEM& 121 or CHEM& 161.

**BIOL& 223: Organismal Biology**

Third course in the three-quarter sequence of introductory biology for science students. Introduction to the study of the structure and function of plants and animals and how they cope with varying environmental conditions. (NS)

**Course Student Learning Outcomes**

1. Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
2. Explain and give examples of the basic themes and concepts of plant form and function including structure, growth and development, resource acquisition and transport, soil and nutrition, reproduction and related technology, and responses to internal and external signals.
3. Explain and give examples of the basic themes and concepts of the basic principles of animal form and function including comparative anatomy and physiology related to nutrition, circulation and gas exchange, immunity, osmoregulation and excretion, endocrine function, and reproduction and development.
4. Explain and give examples of the basic themes and concepts of comparative anatomy and physiology of animal nervous systems, sensory and motor mechanisms, and the fundamentals of animal behavior.
5. Explain and give examples of the evolution and diversity of plants and fungi.
6. Apply quantitative analysis to solve problems in hypothetical and real situations.
7. Demonstrate ability to process information and experiences in the form of laboratory write-ups and project presentations to convey findings of library research and/or scientific inquiry using appropriate language, format, and graphical methods.
8. As a group (3-6 students) design and conduct a scientific exploration, interpret results, and explain findings in a logical and appropriate manner using critical thinking and problem solving skills.
9. Describe connections of the covered concepts of biology to their local environments possible future careers, and daily lives.

**Credits:** 5

**Prerequisites:**

BIOL& 222 (minimum 2.0).

**BIOL& 241: Human Anatomy & Physiology I**

Structure and function of the human body. Homeostasis; tissues; integumentary, skeletal, nervous, and muscular systems. This class will include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Explain and give examples of the basic themes and concepts of the cells, including basic cell chemistry, properties of water and pH, basic organic chemistry, and properties of organic macromolecules, cell structure and function, membrane structure and function, metabolism and enzyme function, respiration and fermentation, photosynthesis, cell communication, and mitosis.
2. Use and define descriptive anatomical and directional terminology such as anatomical position, directional terms, sections, body cavities and regions, and body membranes.
3. Explain and give examples of the four types of tissues found in the human body, their functions, and which organs they make up.
4. List the general functions of, describe the gross and microscopic anatomy of, and explain the physiological functions of the following systems of the human body: integumentary, skeletal, nervous, muscular, and special senses.
5. Explain and give examples of select pathologies of each system and drugs used to treat them.
6. Demonstrate ability to process information and experiences in the form of laboratory presentations to convey findings of internet and/or text research using appropriate language.
7. Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091; 2.0 or higher in BIOL& 160 (BIOL& 222 may substitute for BIOL& 160.)

**BIOL& 242: Human Anatomy & Physiology II**

Cardiovascular system; lymphatic system; immunology; respiratory system; digestive system; metabolism; urinary system; endocrine system; reproductive system; and genetics. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Explain and give examples of the basic themes and concepts of the cells, including basic cell chemistry, properties of water and pH, basic organic chemistry, and properties of organic macromolecules, cell structure and function, membrane structure and function, metabolism and enzyme function, respiration and fermentation, photosynthesis, cell communication, and mitosis.
2. Use and define descriptive anatomical and directional terminology such as anatomical position, directional terms, sections, body cavities and regions, and body membranes.
3. List the general functions of, describe the gross and microscopic anatomy of, and explain the physiological functions of the following systems of the human body: cardiovascular (including blood), lymphatic, immune, respiratory, digestive, urinary, endocrine, and reproductive.
4. Explain and give examples of the principles of metabolism, fluid, electrolyte, and acid-base balance, pregnancy and development, and genetics.
5. Explain and give examples of select pathologies of each system and drugs used to treat them.
6. Demonstrate ability to process information and experiences in the form of laboratory presentations to convey findings of internet and/or text research using appropriate language.
7. Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091; 2.0 or higher in BIOL& 241.

**BIOL& 260: Microbiology**

Introduction to bacteria, viruses, and other microorganisms. Includes microbial structure, metabolism, genetics, ecology, technological applications, microbial diseases of humans, immunology, public health, and medical control strategies. (NS)

**Course Student Learning Outcomes**

1. Discuss the structural features of bacteria, viruses, and prions, and how those features are related to mechanisms of infection.
2. Discuss how strategies such as disinfection and pasteurization are used to control microbial growth.
3. Discuss how mutations coupled with rapid growth support the emergence of multidrug-resistant pathogens.
4. Explain how recombinant DNA technology can be used to produce large quantities of human proteins in bacteria for further study.
5. Discuss the importance of arthropod vectors (mosquitoes, e.g.) in transmission of malaria and other diseases.
6. Explain the fundamental differences between the innate and adaptive immune systems and the advantages/disadvantages of each.
7. Discuss the general mechanisms by which pathogens cause damage to the host, and be able to explain the difference between exotoxins and endotoxins.
8. Explain how immunoassays are used to detect the presence of particular pathogens, and why it is useful to know the identity of the infectious microbe.
9. Discuss the principles of transmission of disease including the importance of portals of exit, portals of entry, and reservoirs of infection.
10. Demonstrate the ability to use the CDC website, including the Morbidity and Mortality Weekly Report (MMWR), to learn about infectious diseases.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091; 2.0 or higher in BIOL& 160 (BIOL& 222 may substitute for BIOL& 160).

**BIOL 150: Introduction to Marine Biology**

Hands-on approach utilizing facilities at local marine laboratory, field trips, and group projects to learn biological concepts relevant to marine biology. Emphasis on local organisms and ecology. This class will include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Apply fundamental ecological principles to explain biodiversity, ecosystem processes, and human effects on ecosystems processes in the marine environment
2. Explain common life processes of metabolism, photosynthesis, and homeostasis as applied to the marine environment.
3. Differentiate among various taxonomic groups of marine autotrophs, invertebrates and vertebrates based on physical characteristics.
4. Interpret observations of form of various marine organisms across taxonomic ranks in light of their function (physiological and ecological) and evolutionary history.
5. Identify common fundamental methods of scientific inquiry (e.g. observation; hypothesis creation; simple study design; development and implementation of study protocols; data collection and analysis; drawing conclusions; and communicating scientific findings) within existing marine biology research examples.
6. Apply fundamental scientific inquiry to a novel question in marine biology that produces a complete study including presentation of results (written and oral presentation).
7. Demonstrate how physical properties of the ocean (geology, physical oceanography) affect marine organisms and how they help define marine ecosystems.
8. Critically evaluate current information surrounding a regional marine environmental issue in order to present an informed point of view on that topic, along with possible realistic solutions.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091

**BIOL 161: General Biology I**

First course in the two-quarter sequence of introductory biology for forestry students. Topics include cell structure and function, cellular energy metabolism, photosynthesis, genetics, and various facets of zoology, including anatomy and physiology, physiological ecology, and development. Current research will be used to illustrate the scientific and social importance of these topics. (NS)

**Course Student Learning Outcomes**

1. Conduct a scientific exploration in a logical and appropriate manner.
2. Correctly read and interpret biological information in books, journals and the media.
3. Understand the basic themes and concepts of the cellular basis of life.
4. Understand the basic themes, concepts, and applications of molecular biology.
5. Understand the basic themes and concepts of organismal biology, with the main focus on animals.
6. Understand the following five central themes relating to organismal biology:
  7. How are organisms built?
  8. How do organisms obtain and use nutrients and energy?
  9. How do organisms transport fluids internally?
  10. How do organisms sense and respond to the environment (internal and external)?
  11. How do organisms develop and reproduce?
12. Understand and become familiar with how animals have adapted to the challenges they face in nutrition, respiration, water balance, excretion, monitoring internal and external environments, movement and reproduction.
13. Process information and experiences in the form of lab write-ups and projects, and demonstrate an ability to synthesize concepts, facts and ideas into coherent, independent work.
14. Discuss and express ideas and information, applying what they have assimilated from readings, laboratory experiences and field work.
15. Build a foundation for further study and educated decision-making in biology.
16. Connect the overall concepts of biology to their local environments and daily lives.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

**BIOL 162: General Biology II**

Second course in the two-quarter sequence of introductory biology for forestry students. Topics include plant growth and survival, photosynthesis, and plant/ environmental interactions, evolution and diversity of living plants and animals, fundamentals of ecology, and conservation biology. Current research will be used to illustrate the scientific and social importance of these topics. (NS)

**Course Student Learning Outcomes**

1. Conduct a scientific exploration in a logical and appropriate manner.
2. Correctly read and interpret biological information in books, journals and the media.
3. Understand the basic themes and concepts of organismal biology, with the main focus on plants.
4. Understand the following five central themes relating to plant organismal biology:
  5. How are organisms built?
  6. How do organisms obtain and use nutrients and energy?
  7. How do organisms transport fluids internally?
  8. How do organisms sense and respond to the environment (internal and external)?
  9. How do organisms develop and reproduce?
10. Understand and become familiar with how plants have adapted to the challenges they face in nutrition, respiration, water balance, excretion, monitoring internal and external environments, movement and reproduction.
11. Understand the basic themes and concepts of ecology, including the scope of ecology, abiotic and biotic factors, ecology of individuals, interactions, population ecology, community ecology, ecosystems, landscape ecology, global ecology, succession, and conservation biology.
12. Understand the basic themes and concepts of genetics, including Mendelian and non-Mendelian genetics, Hardy-Weinberg equilibrium, and the New Synthesis.
13. Understand the basic themes and concepts of evolution, including natural selection, sexual selection, genetic drift, gene flow, mutation, microevolution, and macroevolution.
14. Process information and experiences in the form of lab write-ups and projects, and demonstrate an ability to synthesize concepts, facts and ideas into coherent, independent work.
15. Discuss and express ideas and information, applying what they have assimilated from readings, laboratory experiences and field work.
16. Build a foundation for further study and educated decision-making in biology.
17. Connect the overall concepts of biology to their local environments and daily lives.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

**BIOL 265: Special Topics in Biology**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Learning outcomes are determined by the course outcomes for the course the student is attempting to fulfill.

**Credits:** 1-3

**BIOL 283: Native Plant Propagation: Fall**

Learn how to propagate native plants for local restoration projects. Through hands on training, students will propagate native plants from seed and live cuttings. Plants produced for this class will be used for various revegetation projects in the Olympic National Park and other Olympic Peninsula restoration projects. The fall session will focus on seed ecology, seed collection, seed cleaning and methods for breaking seed dormancies. (E)

**Course Student Learning Outcomes**

1. Understand the complexities of running a native plant nursery.
2. Describe basic seed ecology including seed dispersal mechanisms, seed dormancies and types of fruiting bodies common in the Pacific Northwest. Apply that knowledge to a novel assignment.
3. Demonstrate an ability to identify native species for seed collection.
4. Demonstrate specific seed and fruit preparation techniques correctly and apply them to specific plant types.
5. Assess the quality of various references and will synthesize information from various sources into cohesive written products. Students will be able to distinguish credible and current resources from less reliable ones.

**Credits:** 2-3

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091

**BIOL 284: Native Plant Propagation: Winter**

(Formerly BIOL 291E) Learn how to propagate native plants for local restoration projects. Through hands on training, students will propagate native plants from seed and live cuttings. Plants produced for this class will be used for various revegetation projects in the Olympic National Park and other Olympic Peninsula restoration projects. The winter session will focus on softwood cutting propagation, live-staking, seed germination and establishment in a greenhouse and propagation planning for restoration projects. (E)

**Course Student Learning Outcomes**

1. Understand the complexities of running a native plant nursery.
2. Demonstrate an ability to propagate native trees and shrubs from hardwood cuttings.
3. Analyze germination rates and determine the most effective seed stratification method for a variety of native plant species.
4. Develop plant propagation plans for a restoration project.

**Credits:** 2-3

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091

**BIOL 285: Native Plant Propagation: Spring**

(Formerly BIOL 291C) Learn how to propagate native plants for local restoration projects. Through hands on training, students will propagate native plants from seed and live cuttings. Plants produced for this class will be used for various revegetation projects in the Olympic National Park and other Olympic Peninsula restoration projects. (E)

**Course Student Learning Outcomes**

1. Understand the complexities of running a native plant nursery.
2. Demonstrate an ability to care for young seedlings of native species in a working native plant nursery.
3. Demonstrate proper fertilization and watering techniques for native seedlings.
4. Formulate potting soils for a variety of native species relative to their ecological needs.
5. Develop a planting plan for a restoration project.

**Credits:** 2-3

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091

**BIOL 286: Elwha Restoration Research**

(Formerly BIOL 291D) Elwha Ecosystem Restoration, the second largest restoration project ever undertaken by the National Park Service, presents unique opportunities to learn about forest development and restoration assessment techniques in the Pacific Northwest. Olympic National Park implemented an unprecedented revegetation program in conjunction with dam removal, planting over 300,000 trees and shrubs to accelerate forest development in the former reservoirs. Understanding how planting efforts influence forest succession is critical to future dam removal and other salmon restoration projects. Learn how to conduct scientific surveys of restoration sites, identify native and non-native trees and shrubs in the winter, organize and manage data and identify factors driving forest development. (E)

**Course Student Learning Outcomes**

1. Identify important native and non-native tree and shrub species in the winter.
2. Understand how native forests develop and how restoration can influence forest succession.
3. Demonstrate how to navigate in a field setting with compass and field GPS units.
4. Compare the strengths of different scientific survey methods to assess young forest stands and restoration sites.
5. Organize and evaluate scientific survey data and assess the strengths and limitations of the data they collect.
6. Demonstrate how the process of science is used to answer scientific questions.
7. Clearly communicate the results of a scientific study in written form.

**Credits:** 3

**Prerequisites:**

Eligible to enroll in 100 level MATH with MATH 090/091 or MATH 098/099 as a prerequisite.

**BIOL 290-294: Undergraduate Research in Biology**

Students serve as active members on research teams working to advance knowledge in biological science. Dependent upon the project, students will participate in hypothesis formation, experimental design, data collection, analysis, and determination of conclusions. (E)

**Credits:** 1-5

**Prerequisites:**

Prerequisites determined by instructor.

## Botany

**BOT 100: Plants of the Pacific Northwest**

Introduction to flowering plants, conifers, ferns, and mosses of the Pacific Northwest, with emphasis on identification, life history, ecological relationships, and distribution. Two Saturday field trips required. (E)

**Course Student Learning Outcomes**

1. Describe how plants are classified utilizing general principals of taxonomy.
2. Identify regionally important plants by both common and scientific names.
3. Describe vegetative and reproductive morphology.
4. Differentiate how variation plays a role in plant identification.

**Credits:** 3

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.



**BOT 101: Introduction to Botany**

Introduction to general plant biology. Anatomy, physiology, and diversity of common protists, fungi, and plants, with emphasis on plants of the Pacific Northwest. (NS)

**Course Student Learning Outcomes**

1. Distinguish among the various major groups of plants and identify why they are categorized as so.
2. Diagram or describe key plant processes such as photosynthesis, respiration, transpiration.
3. Identify some common native plants by common and sometimes scientific names.
4. Explain some of the key relationships between plants and people including ecosystem services, agriculture, wood production, ethnobotany.
5. Interpret data collected from botanical inquiry.
6. Analyze and communicate (verbally and orally) the results of a scientific study.
7. Discuss some of the ecological dilemmas related to the plant kingdom and evaluate potential solutions.
8. Safely and correctly use lab equipment such as microscopes.
9. Demonstrate the ability to collect field data and use field equipment and tools correctly (such as dichotomous keys, GPS, compass).
10. Accurately record, in detail, lab specimens in order to illustrate key characteristics of plant structures and compare and contrast characteristics.
11. Use library resources to support a research objective in an independent project.
12. Approach unknown questions with a critical eye. Able to apply acquired knowledge to novel questions or challenges.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

## Business Administration

**BUS& 101: Introduction to Business**

Introduction to business systems, processes, and the general business environment. Students explore marketing, management, finance, accounting, business law, information technology, human resources, entrepreneurship, and emerging business topics. (E)

**Course Student Learning Outcomes**

1. Explain the functions of production, marketing, management, human resources, accounting, finance, and technology in business.
2. Identify ethical and societal challenges in business scenarios.
3. Describe the nature of the general (macro) and specific (micro) economic forces shaping the global environment of business and decision-making.
4. Summarize the process of starting a new venture.
5. Describe the features of a successful business plan.

**Credits:** 5

**BUS& 201: Business Law**

Introduction to the fundamentals of business law and the principles of the American legal system including criminal, tort, and business law, contracts, sales, Uniform Commercial Code, and employment. Familiarity with Washington's RCWs (Revised Codes of Washington) and WACs (Washington Administrative Codes) emphasized through researching regional business law cases. (E)

**Course Student Learning Outcomes**

1. Exhibit critical thinking and knowledge in the legal environment.
2. Describe the basic structure and principles of the American legal environment.
3. Critique ethical issues in business, including their legal implications.
4. Analyze rights, obligations and legal principles involved with business decisions.
5. Apply business and legal principles when analyzing opening or managing a business scenarios.
6. Identify options and apply sound business and legal principles to avoid or mitigate lawsuits.

**Credits:** 5

**BUS 110: Small Business Planning**

Designed for those who are thinking about starting their own business or who wish to expand an existing small business. Focus is on the basics of how to run a business. Students will create a business plan for a business of their choice that includes sections on business form, production, management, marketing, and financials.

**Course Student Learning Outcomes**

1. Understand the nature of small business and the role it plays in the makeup of business in the United States and throughout the global economy.
2. Understand the nature of entrepreneurial opportunities.
3. Understand the rewards and drawbacks of entrepreneurship.
4. Define the characteristics of an entrepreneur.
5. Differentiate among the four routes to entrepreneurship: the family business; the franchise; the startup; and, the purchase of an existing business.
6. Understand the concept of competitive advantage.
7. Select strategies to gain competitive advantage.
8. Understand the role of a business plan in a business.
9. Prepare a business plan, including its research and writing.
10. Develop a marketing plan for a business.
11. Understand the theories and concepts of management and be able to employ them in a small business.
12. Select a management team.
13. Understand the four basic forms of business and be able to choose one for a new business.
14. Understand how to prepare income tax reports for all forms of business.
15. Select locations for, and plan the facilities of, various types of small businesses, including home-based businesses.
16. Understand and be able to create accounting statements for various types of small businesses.
17. Research and create financial forecasts for a small business.
18. Locate and access public and private sources of funding for a small business, including both debt and equity capital.
19. Understand the process of consumer decision-making.
20. Understand and apply the tenets and processes of customer satisfaction.
21. Understand social and ethical issues affecting small business and be able to choose socially responsible courses of action for a small business related to those issues.

22. Identify public and private sources of small business management assistance and how to access and use those sources when needed.
23. Know how to recruit, hire, train, compensate and motivate employees.
24. Understand and apply state and federal human resource laws and regulations.
25. Understand and be able to apply the tenets and processes of Total Quality Management.
26. Understand diverse small business computer systems and be able to choose appropriate hardware and software.
27. Understand and be able to choose appropriate insurance coverage for small business needs.
28. Know how to value a business.
29. Understand the importance and methods of harvesting (exit strategies) and be able to choose an appropriate strategy.
30. Understand the personal problems of life after the harvest.

**Credits: 5**

**BUS 205: Principles of Management**

An introduction to management concepts, including topics of planning, organizing, leading, managing, and motivating available human resources and business assets to optimally and ethically accomplish performance goals.

**Course Student Learning Outcomes**

1. Explain and apply the four primary functions of management and how they apply in the operations of a modern enterprise.
2. Analyze the ways managers make decisions with regards to planning and controlling business operations.
3. Differentiate and evaluate common organizational structures and their affect on company culture.
4. Summarize the key motivational factors influencing individual or team performance and how a manager applies these in a leadership role.
5. Evaluate the importance of diversity in small, local businesses vs. large global businesses.
6. Appraise the importance of entrepreneurship in the modern business environment.

**Credits: 5**

**BUS 210: Business Plan Intensive**

This course introduces the fundamental considerations of starting and growing a business. Topics include entrepreneur readiness, operational planning, market planning, and cash flow forecasting. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Describe the responsibilities and requirements of owning and operating one's own business.
2. Describe the core functions of a business.
3. Create a comprehensive marketing plan.
4. Develop pro-forma financial statements projected for one year.
5. Analyze financial statements to develop a business strategy.
6. Create a comprehensive business plan.

**Credits:** 5

**BUS 220: International Business**

This course examines the basics of international business through social, economic, political, and cultural systems perspectives. Topics include foundation concepts, the international business environment, ethics in international business, theories of international trade, emerging markets, and international business strategy. Planning and organizing international operations are integrated with the study of analyzing international business opportunities.

**Course Student Learning Outcomes**

1. Identify and apply strategic solutions to emerging issues in global business and the processes of globalization.
2. Describe the key concepts influencing international business.
3. Recognize and analyze the multi-cultural and political issues affecting globalization.
4. Identify and analyze the basic characteristics of a culture and its impact on business.
5. Develop the basic skills for conducting research for evaluating business opportunities existing in international settings.
6. Formulate international market penetration strategies.

**Credits:** 5

**BUS 247: Payroll and Business Taxes**

A study of current payroll and Washington State excise tax laws, record keeping requirements, preparing payrolls, payroll reporting, and accounting procedures. Addresses such issues as excise tax and business taxes, employee vs independent contractor, Fair Labor Standards Act, and statutory federal and state reporting requirements. Uses computer-simulation software.

**Course Student Learning Outcomes**

1. Identify and summarize federal and state employment laws.
2. Describe and demonstrate required payroll record keeping procedures.
3. Calculate gross payroll, payroll deductions, and net payroll.
4. Compute the federal and state payroll taxes and prepare payroll tax reports.
5. Journalize the entries to record the payroll and payroll taxes.
6. Describe the Washington State Business & Occupation Tax rules and required reporting.

**Credits:** 5

**BUS 250: Operations Management**

Designed to present operations management tools that can be used to develop a competitive advantage in commercial environments. Topics will be studied using an operations management framework: Introduction to operations management thinking, strategic and operational planning, ethical issues, organizational controls and tools, risk management, and the role of technology in operations management.

**Course Student Learning Outcomes**

1. Identify and apply the various elements that comprise the field of operations management (OM).
2. Critique new and evolving concepts within OM.
3. Select and use OM tools and concepts that can be applied to a wide variety of situations, including non-OM related areas.
4. Analyze the relationship between OM and other management functions within an organization.
5. Develop a strategy to use OM tools in solving common manufacturing and service industries operations.

**Credits:** 5

**BUS 270: Management Information Systems**

Introduces the fundamental concepts about management information systems and the integral role they play in a successful business. Course objectives embrace the notion that management of a modern organization requires knowledge of information systems to gain a competitive advantage, defining what they are, how they affect the organization and its employees, their strategic importance, and the role of emerging technologies in business processes. Students will develop and demonstrate proficiency in the use of key business application technologies.

**Course Student Learning Outcomes**

1. Describe how the components of an information system in a digital world are used in managing a competitive business.
2. Explain how enterprise applications, collaboration and communication systems, and intranets improve organizational performance.
3. Describe what ethical, social, and political issues are raised by information systems.
4. Define IT infrastructure and its components. Identify current trends in hardware and software.
5. Describe the principal tools and technologies for accessing information from databases to improve business performance and decision making.
6. Define the components of an organizational framework for security and control.
7. Demonstrate competency in Microsoft Word, Excel, and PowerPoint or in a comparable open source office suite software application.

**Credits: 5**

**BUS 280: Managerial Finance**

Focuses on maximizing economic value or wealth for business owners: a study of how to allocate scarce resources over time under conditions of uncertainty. Students will consider such financial decisions as when to introduce a new product, when to invest in new assets, when to replace existing assets, when to borrow from banks, when to issue stocks or bonds, and how much cash to maintain. Concepts of cash flow analysis and financial planning, time value of money, net present value of cash flows, valuation of stocks and bonds, capital budgeting, and ratio analysis will be explored. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Describe the concept of finance, financial assets, and financial markets.
2. Explain and apply the mechanics of time value of money.
3. Describe and apply risk and return concepts.
4. Calculate the value of various financial assets.
5. Determine whether a new project should be accepted or rejected using capital finance tools.
6. Define and measure the expected rate of return of an individual investment.
7. Describe and apply working capital management tools.

**Credits: 5**

**Prerequisites:**

Completion of ACCT& 202 and ENGL& 101.

**BUS 282: Principles of Marketing**

Examines the role of marketing in general business activities. Students will learn the marketing process that develops products and services, methods and techniques of market research, target markets, market segmentation, product planning, distribution, pricing, and promotion.

**Course Student Learning Outcomes**

1. Explain the purpose of marketing and evaluate the ethical, economic, and social factors involved in the modern marketing environment.
2. Describe the concepts behind the strategic functions of marketing.
3. Analyze concepts behind the strategic functions of marketing.
4. Evaluate concepts behind the strategic functions of marketing.

**Credits: 5**

**BUS 283: Human Resources Management**

A broad introduction to Human Resources Management (HRM.) HRM is the implementation of organizational behavior knowledge to effectively manage people at work. Specific topics include legal issues, job analysis, recruiting and selection, performance appraisal, compensation, benefits, training and development, and career planning.

**Course Student Learning Outcomes**

1. Develop skills and knowledge in planning strategic Human Resources (HR) policies.
2. Describe the equal opportunity and legal environment and apply solutions to HR scenarios.
3. Explain how to manage effective staffing and employee separations and formulate HR strategies.
4. Design practices for managing the training process.
5. Describe an effective compensation and benefits strategy.
6. Explain how to encourage effective communications.
7. Identify employer's responsibilities in discipline and safety.

**Credits:** 5

**BUS 290: Internship in Business**

Provides opportunities to assume the role of employees in a business and gain practical experience prior to paid employment.

**Course Student Learning Outcomes**

1. Participate in a structured work experience related to the program of study and/or career goal.

**Credits:** 1-5

**Prerequisites:**

Permission of instructor.

**BUS 299: Integrated Study-Honors**

In this capstone honors course, students will complete a project relevant to their career pathway and program. The project will integrate at least two Business and IT programs (Business Administration, Administrative Office Systems, Computer Applications Technology, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project.

**Course Student Learning Outcomes**

1. Complete a project relevant to learning pathway and program.
2. Integrate Business and IT programs to provide breadth and relevance to the project.

**Credits:** 2

**Prerequisites:**

Completion of 60 credits in the BUS/ IT program of study with a GPA of 3.5 or higher; and completion of the English course required in the BUS/IT program of study.

## Chemistry

**CHEM& 110: Chemical Concepts with Lab**

Introduction to chemistry covering selected principles and their effect on ourselves and our environment. Intended for non-science majors wishing to improve their science literacy and develop a long-term interest in science. Includes online lab. (NS)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence.
2. Quantitative Reasoning - Apply quantitative methods to characterize the behavior of chemical systems.
3. Information - Identify and use appropriate reference materials to research a topic related to chemistry.
4. Critical Thinking - Analyze data to explain chemical trends.
5. Personal & Interpersonal - Synthesize course information and apply it to practical, everyday issues such as climate change, acid rain, air and water pollution, and limited resources on Planet Earth.

**Credits:** 5

**Prerequisites:**

MATH 90/91 or higher; eligibility for ENGL& 101.

**CHEM& 121: Introduction to Chemistry**

For individuals with little or no chemistry background. Atomic nature of matter, chemical bonding, periodic table, chemical reactions, phases of matter, solutions, equilibrium, reaction rates, and nuclear reactions. Includes laboratory. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
2. Quantitative Reasoning - Apply quantitative methods to characterize physical and chemical changes (phases, kinetics, reactions, and equilibrium).
3. Information - Utilize the scientific method to explore chemical systems.
4. Critical Thinking - Describe chemical systems in terms of structural composition and changes.
5. Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

**Credits:** 5

**Prerequisites:**

Completion of Math 90/91 or higher; eligibility for ENGL& 101.

**CHEM& 131: Intro to Organic/Biochemistry**

Presents organic chemistry and biochemistry, with emphasis on functional groups, synthesis, and biochemical applications. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical and biochemical systems.
2. Information - Utilize the scientific method to explore chemical and biochemical systems.
3. Critical Thinking - Explain organic reactions and biochemical pathways using functional groups.
4. Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

**Credits:** 6

**Prerequisites:**

Eligibility for ENGL& 101; MATH 98/99 or higher; 2.0 or higher in high school chemistry or CHEM& 121; or permission of instructor.

**CHEM& 161: General Chemistry with Lab I**

For science and engineering majors. This course focuses on the fundamentals of chemical structures: atomic nature of matter, atomic structure, periodic trends, quantum concepts, molecular structure, and chemical reactions. Three hours of lecture and four hours of laboratory. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
2. Quantitative Reasoning - Apply quantitative methods to characterize chemical structures (electronic transitions and reaction stoichiometry).
3. Information - Utilize the scientific method to explore chemical systems.
4. Critical Thinking - Describe chemical structures in terms of composition and geometry.
5. Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

**Credits:** 5

**Prerequisites:**

Eligibility for ENGL& 101; MATH 98/99 or higher; 2.0 or higher in high school chemistry or CHEM& 121; or permission of instructor.

**CHEM& 162: General Chemistry with Lab II**

This course focuses on physical and chemical interactions: intermolecular forces, properties of mixtures, gas laws, and thermodynamics. This course builds on the content developed in CHEM& 161. Three hours of lecture and four hours of laboratory. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
2. Quantitative Reasoning - Apply quantitative methods to characterize physical and chemical changes (gas laws and thermodynamics).
3. Information - Utilize the scientific method to explore chemical systems.
4. Critical Thinking - Describe chemical systems in terms of structure and energy.
5. Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

**Credits:** 5

**Prerequisites:**

2.0 or higher in CHEM& 161 or permission of instructor.

**CHEM& 163: General Chemistry with Lab III**

This course focuses on the quantitation of dynamic chemical systems: equilibrium, acid-based reactions, electrochemistry, kinetics, and nuclear reactions. This course builds on the content developed in CHEM& 162. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
2. Quantitative Reasoning - Apply quantitative methods to characterize dynamic chemical systems (equilibrium, electrochemistry, and kinetics).
3. Information - Utilize the scientific method to explore chemical systems.
4. Critical Thinking - Describe chemical systems in terms of composition and changes.
5. Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

**Credits:** 5

**Prerequisites:**

2.0 or higher in CHEM& 162 or permission of instructor.

**CHEM& 241: Organic Chemistry I**

First course for students planning to take three quarters of organic chemistry. Structure, nomenclature, reactions, and synthesis of the main types of organic compounds. No organic laboratory accompanies this course. (E)

**Course Student Learning Outcomes**

1. Understand structure and bonding in organic compounds including concepts of molecular hybridization theory, charge distribution, resonance, and stereochemistry.
2. Be able to name/recognize the functional groups associated with organic compounds; apply the rules of organic nomenclature.
3. Use knowledge of acid/base theory, electronic effects and steric effects to predict/explain reactivity of organic compounds.
4. Use knowledge of intermolecular forces to predict/explain physical properties of organic compounds.
5. Apply knowledge of acid/base theory, electronic effect and steric effects to propose reasonable mechanisms for reactions.
6. Apply knowledge of reaction mechanisms for nucleophilic substitution, elimination, and addition reactions to predict/explain the outcome of a reaction.

**Credits:** 4

**Prerequisites:**

2.0 or higher in CHEM& 163.

**CHEM& 242: Organic Chemistry II**

Second course for individuals planning to take three quarters of organic chemistry. Further discussion of physical properties and transformations of organic molecules, especially aromatic and carbonyl compounds. (E)

**Course Student Learning Outcomes**

1. Interpret patterns of reactivity for reactions of alkenes, alkynes, alkyl halides, alcohols, ethers, epoxides, radicals, and aromatic compounds, and provide electron-pushing mechanisms and multistep products where applicable.
2. Apply IUPAC nomenclature rules and predict trends in physical properties for simple organic molecules based on their functional groups.
3. Provide reagents or predict products for reactions of carbon nucleophiles.
4. Predict the relative energies of radicals and product distributions which arise from radical reactions, including an understanding of side reactions which occur.
5. Design syntheses of organic molecules of moderate complexity using multiple synthetic steps to produce the highest yield using the fewest steps and/or protecting groups.
6. Deduce molecular structures based on various spectroscopic techniques such as NMR, MS, and/or IR.
7. Apply knowledge of reaction mechanisms to predict/explain the outcome of a reaction.

**Credits:** 4

**Prerequisites:**

2.0 or higher in CHEM& 241, or permission of instructor.

**CHEM& 243: Organic Chemistry III**

Third course for individuals planning to take three quarters of organic chemistry. Polyfunctional compounds, lipids, carbohydrates, amino acids, proteins, and nucleic acids. (E)

**Course Student Learning Outcomes**

1. Interpret patterns of reactivity for reactions of alcohols, carbonyl, and aromatic compounds, and provide electron-pushing mechanisms and multistep products where applicable.
2. Apply IUPAC nomenclature rules and predict trends in physical properties for simple organic molecules based on their functional groups.
3. Provide reagents or predict products for reactions of carbon nucleophiles, such as Grignard and Gilman reagents.
4. Apply resonance and/or molecular orbital theory in determining the stability of conjugated systems and predicting the product of conjugate addition reactions (1, 2 - and 1,4- conjugate additions, cycloadditions, etc.)
5. Provide reagents or predict products for reactions at the alpha carbon.
6. Classify and identify basic biomolecules such as carbohydrates, amino acids, lipids, and nucleic acids.
7. Apply basic organic reactions in a biological context, as in the reactions of carbohydrates, amino acids, lipids, and nucleic acids.
8. Design syntheses of organic molecules of moderate complexity using multiple synthetic steps to produce the highest yield using the fewest steps and/or protecting groups.
9. Apply knowledge of reaction mechanisms to predict/explain the outcome of a reaction.

**Credits:** 3

**Prerequisites:**

2.0 or higher in CHEM& 242, or permission of instructor.



**CHEM& 252: Organic Chem Lab II**

Introduction to organic laboratory techniques and preparation of representative organic compounds. (E)

**Course Student Learning Outcomes**

1. Know and follow procedures for safe laboratory practice.
2. Keep a detailed laboratory notebook as a record of experimental procedure and outcomes.
3. Use knowledge of functional groups, electronic, and steric effects to predict/explain physical properties and reactivity of organic compounds.
4. Apply basic purification and separation techniques such as crystallization, extraction, distillation, and chromatography.

**Credits:** 3

**Prerequisites:**

2.0 or higher in CHEM& 241 and concurrent registration in CHEM& 242 or permission of instructor.

**CHEM& 253: Organic Chem Lab III**

Preparation of representative organic compounds and qualitative organic analysis. (E)

**Course Student Learning Outcomes**

1. Know and follow procedures for safe laboratory practice.
2. Keep a detailed laboratory notebook as a record of experimental procedure and outcomes.
3. Use knowledge of functional groups, electronic, and steric effects to predict/explain physical properties and reactivity of organic compounds.
4. Effectively use laboratory techniques to synthesize, isolate, and purify samples, and assess the purity and yield of final products.

**Credits:** 3

**Prerequisites:**

2.0 or higher in CHEM& 242, concurrent registration in CHEM& 243, or permission of instructor.

**CHEM 265: Special Topics in Chemistry**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Learning outcomes are determined by the course outcomes for the course the student is attempting to fulfill.

**Credits:** 1-3

**Prerequisites:**

Permission of instructor.

## College Success

**COLL 101: College Success**

In this course, you will get your college career off to a strong start by exploring how to turn your interests and talents into an exciting plan for your future career and academic success. Together we will look at the latest research on how learning works and on the habits and strategies of successful people. You will apply this knowledge toward developing your own personalized plan for success in college and in life. If you aren't sure of the direction you want to take this course will help you explore and choose a path. Get ready for challenging readings, great discussions, and time to reflect on what you really want out of your college career. (E)

**Course Student Learning Outcomes**

1. Explore your career and academic interests and develop a plan for success that is tailored to your individual field of study and interests.
2. Develop knowledge of how you learn, and apply learning and motivation strategies based on current research on what really works.
3. Develop and demonstrate critical thinking skills.
4. Develop and demonstrate good research strategies.
5. Participate effectively in the online course site and develop basic skills in electronic file management and essential software programs like word processing, spreadsheets, and presentation software.
6. Develop awareness and skills to communicate effectively in diverse settings and with people from diverse backgrounds.
7. Identify and use strategies for personal success.
8. Read and demonstrate understanding of a syllabus.
9. Use email proficiently and with proper etiquette for classroom/professional communications.
10. Access faculty during office hours to ask questions and/or engage with course or area of study information.
11. Demonstrate understanding of college processes by identifying, accessing and using them.

**Credits:** 2-5

# Commercial Driver's License

## **CDL 100: Commercial Driver's License A**

This intensive 160 hour course will assist students with preparation for the written portion of the Commercial Driver's License at the Department of Licensing and prepare students for the driving test with a third-party Washington state tester. This class may include students from multiple sections.

### **Course Student Learning Outcomes**

Upon completion of this program, students will be able to:

- Safely operate a commercial vehicle
- Inspect a commercial vehicle
- Take the Washington State Commercial Driving Class A test

**Credits:** 10

# Communication Study

## **CMST& 102: Intro to Mass Media**

Examines vital issues for people who use mass media or are affected by it. Emphasis on freedom of expression, censorship, fair trial, privacy, ethics, law, media economics, technology, effectiveness in communicating to audiences and relationships to social, cultural, and political values in the United States and throughout the world. (H)

### **Course Student Learning Outcomes**

1. Define basic principles of media ethics and media law.
2. Recognize mainstream social, cultural, and political values and structures related to mass media.
3. Recognize the roles of mass media to serve as information provider, entertainer, persuader, and transmitter of cultural values.
4. Recognize the basics of media economics and the role of technology across the dynamics of international landscapes.
5. Recognize and analyze how the individual must take responsibility for self learning and engagement in a democratic society that is dependent on mass media.

**Credits:** 5

## **CMST& 210: Interpersonal Communication**

Interpersonal communication theory and practice is explored in this class in regards to both dyad and group settings. Communications process is explored through analysis of several areas, including: perception, listening, selfdisclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. This class will include students from multiple sections. (H)

### **Course Student Learning Outcomes**

1. Demonstrate confidence in interpersonal encounters.
2. Identify patterns in interpersonal communication processes.
3. Identify patterns in nonverbal communication.
4. Demonstrate listening skills, empathy, and the capacity to self-disclose.
5. Identify and manage ethical dilemmas.
6. Reflect on interpersonal communication concepts.
7. Research and present on an area of interpersonal communication.
8. Attend and actively participate in classroom activities and discussions.

**Credits:** 5

### **Prerequisites:**

ENGL& 101 or permission of instructor.

## **CMST& 220: Public Speaking**

Explores classic and modern elements of persuasion and applies that understanding to assemble, deliver, and evaluate extemporaneous speeches. (H)

### **Course Student Learning Outcomes**

1. Rehearse, outline, and present a variety of extemporaneous speeches.
2. Analyze the rhetoric structure of argumentation.
3. Respond critically to oral presentations by other students.
4. Define rhetorical appeals and objectives.
5. Develop a working outline of main idea including a thesis statement, introduction, and conclusion.
6. Employ effective semantic selection.
7. Demonstrate an understanding of verbal and non-verbal messages.
8. Identify the four major goals of persuasion in speeches.
9. Develop effective persuasive strategies that are appropriate to neutral and unfavorable audiences.
10. Analyze a published modern speech using criteria of classic and modern elements of persuasion.

**Credits:** 5

**CMST 100: Introduction to Multimedia Journalism**

In this course, students will be introduced to the various forms of professional communications. Students will create multimedia stories for web, radio/streaming/podcasting, online publications, and public relations. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Write a clear and accurate media post and/or article.
2. Develop stories in a variety of media formats and publish them in that format, including blogs, web, and other publications.
3. Apply the ethics of journalism to professional communications, including blogs, web posts, and other publications.

**Credits:** 5

**CMST 103: Careers in Communications**

Class explores the variety of careers available in professional communications across multiple fields of business, sales, public relations, and advertising. Class includes traditional internal and external communications and explores emerging roles in the field of mass communications. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify a range of careers available in professional, legacy, and emerging communication modalities.
2. Demonstrate rudimentary ability to use common, current modalities of professional communications.

**Credits:** 3

**CMST 121: Photojournalism I**

Introduction to Photojournalism I Foundation class in use of cameras, lenses, light, composition, timing, and field techniques. Emphasis on news and feature photography with principles applicable to all visual communications, including video. Produce black and white photos for assignments, mass communications, including the students news service The Buccaneer. Provide own DSLR camera equipment or mobile device and USB drive for photo storage and field work. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify and explain the controls of a 35 mm digital single lens reflex camera and flash and or other mobile device.
2. Identify a variety of light conditions and interpret their impacts on a given subject.
3. Identify aesthetic compositional devices that give a photo impact and interest.
4. Recognize the newsworthy qualities of an action, event or trend.
5. Develop a strategy for documenting a subject visually.
6. Plan, execute and assemble a photo story, or essay, including 4-7 points with accompanying text and captions.
7. Identify legal restrictions that inhibit photographic documentation.
8. Compose a caption that will interpret and explain an image's content and context, understanding that it may be the deciding factor in a reader's decision to start a story.
9. Gather relevant information to a photo subject in order to write an effective caption.
10. Demonstrate a working knowledge of photographic terms related to the camera, lens, design, and aesthetic composition.

**Credits:** 5

**CMST 122-123: Advanced Photojournalism II, III**

Intermediate/advanced class applying professional standards of journalistic photography to practical field experience and digital imagery. Produce color photos for assignments, mass communications, including the students news service The Buccaneer. Provide own DSLR camera equipment or mobile device and USB drive for photo storage and field work. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Identify, categorize and defend a selection of newsworthy topics to photograph for the campus newspaper.
2. Analyze with a photo editor the best approach and photo treatment of an assignment.
3. Work independently to complete a photo assignment in the field.
4. Collaborate with other photographers to solve technical and aesthetic obstacles.
5. Lead a discussion on the merits and weaknesses of an image in a group, peer critique.
6. Demonstrate knowledge of color contrasts in visual journalism.

**Credits:** 3

**CMST 197: Internship I**

Opportunities to gain experience and insights in communications careers through internships supervised by media professionals. (E)

**Course Student Learning Outcomes**

1. Gain insight into role of student press & professional press.
2. Analyze the performance of the media in reporting on the performance of community culture, sports, administrative leadership and student leadership.
3. Recognize the qualitative differences in news reports versus narrative feature stories and hybrids of the two. Recognize and separate opinion versus fact in all contexts of placement in broadcast and print.
4. Gain a better comprehension of beat coverage.

**Credits:** 1-5

**Prerequisites:**

Instructor's permission and CMST& 102 and CMST 121.

**CMST 201: Social Media & Society**

Social media weaves a comforting security net for some and a withering web for others. An in-depth look at storytelling practices and civic engagement using emerging web tools. The tools of mobile technology in social media will be explored as they effect civic engagement, cultures, and communities around the world. Explore the phenomena of Twitter, Reddit, and the rise of information empires in the ascent of Facebook, our chosen family and fate. (H)

**Course Student Learning Outcomes**

1. Demonstrate and accept responsibility for personal learning in a digital environment.
2. Recognize emerging web tools and social media networks.
3. Recognize legal and ethical aspects of Web publications for informative, entertaining, and persuasive content.
4. Identify case studies of social media in the role of informing, entertaining, and persuasions across historic systems of politics, commerce, and global communications.
5. Recognize the source of communications and its role in creating factual versus opinion-based content.

**Credits:** 5

**CMST 208: Reporting in the Digital Revolution**

Learn in incremental stages to gather information through direct observation, interviewing, document searches, web searches, and database mining with software, such as Access and Excel, and to build a report. Use the tools of reporting to increase the accuracy and depth of news stories with an emphasis on public affairs. Learn the philosophy and anatomy of a narrative story, drawn from short story fiction and creative news stories. These tools will be applied in the pursuit of reporting basic news and to exploring trends, creating profiles, and dissecting organizations in more advanced stories. (H)

**Course Student Learning Outcomes**

1. Apply critical thinking skills.
2. Articulate ideas in speech and writing.
3. Gather information using a variety of traditional and electronic resources.
4. Accept responsibility for one's learning.
5. Work cooperatively and collaboratively with others.
6. Recognize the differences between fact and opinion.
7. Edit others work in a professional and collaborative style.
8. Design news pages.
9. Begin to understand and facilitate publication production.
10. Begin to understand the multiple means and manners of leadership.
11. Display professional development for lifelong learning.

**Credits:** 5

**Prerequisites:**

ENGL& 101

**CMST 209: Editing Stories & Images**

The editing class will engage students in the discipline of editing text and images for publication. News copy desk operations will be introduced, including headline writing, dummyming, page design, pagination, creating news graphics, photo cropping, photo editing, and photo packaging. (H)

**Course Student Learning Outcomes**

1. Apply critical thinking skills.
2. Articulate ideas in speech and writing via news reports and narrative stories.
3. Edit information that is gathered using a variety of traditional and electronic resources, including software that paginates text and visuals together on a page.
4. Identify and target audience interest values.
5. Learn a variety of interviewing techniques. Work cooperatively and collaboratively with staff.
6. Recognize the differences between fact and opinion. Learn to edit this content appropriately in the context of expository fashion for news reports and narrative stories.
7. Edit personal work and that of others in a professional and collaborative style.
8. Begin to understand and facilitate publication production.
9. Begin to understand the multiple means and manners of leadership.
10. Display proficiency in principles of design for text and visuals.

**Credits:** 5

**Prerequisites:**

ENGL& 101 and either CMST207 or CMST208 or permission of instructor.

**CMST 235: Multimedia Journalism Production**

Students will use journalistic techniques to publish the college Buccaneer including the digital publication. The Buccaneer will include news and feature stories, editorials and reviews. Publication of the Buccaneer will provide opportunities for students to use the publication as a public forum to inform, entertain, and persuade, using its online platform. Skills gained can be easily applied to a variety of careers. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Integrate critical thinking, reading, and writing to locate, research, and produce multimedia publications.
2. Critically analyze and recognize legitimate and reliable sources of knowledge.
3. Adapt writing and visuals to audience, context, and purpose based on geography, political and other cultural elements.
4. Describe and evaluate publications for content and design.
5. Write in a range of professional modes using professional ethics.
6. Demonstrate ability to meet the deadlines and demands of a regular professional production schedule.

**Credits:** 5

**Prerequisites:**

Completion of CMST 100 or permission of instructor.

**CMST 265: Special Topics in Communication Studies**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Learning outcomes are determined by the course outcomes for the course the student is attempting to fulfill.

**Credits:** 1-3

**CMST 286-288: Introduction to Newspaper Production I, II, III**

Theory and application of principles for supervising a publication, from planning to preparation for printer. Emphasis on effective collaboration, management, news judgment, ethical decision making, editing, design, and use of computers to produce student newspaper. More advanced students fill staff management roles on the newspaper. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Demonstrate professional development for lifelong learning related to course competencies.
2. Demonstrate essential skills for collaboration in management, editing, design and production of a publication.
3. Management needed to supervise materials others produce.
4. Editing stories and images for publications.
5. Identify design that enhances a publication's effectiveness for readers.
6. Demonstrate ability to produce professional quality images and stories for printed and web-based publications.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**CMST 291-293: Advanced Newspaper Production IV, V, VI**

Theory and application of principles for supervising a publication, from planning to preparation for printer. Emphasis on effective collaboration, management, news judgment, ethical decision making, editing, design, and use of computers to produce student newspaper. More advanced students fill staff management roles on the newspaper. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Professional development for lifelong learning related to course competencies.
2. Collaboration essential for management, editing, design and production of a publication.
3. Management needed to supervise materials others produce.
4. Editing materials for publications.
5. Design that enhances a publication's effectiveness.
6. Production, using computer-assisted technology to make materials ready for printing.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**CMST 294: Digital News 2.0 Practices and Principles**

An in-depth look at storytelling practices and the emerging innovation Web tools offer news outlets in the Digital Revolution. More than a dozen workshops will be held in areas of newswriting, editing, photography, layout, design, media law, web publication, and multimedia production. These workshops will be led by professional journalists and multimedia experts from around the country. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Gain insight into role of collegiate and professional journalists.
2. Compare the roles of student media in print and online through the eyes of university newspaper staff, their advisers, and their online platforms.
3. Analyze the performance of the media in reporting on student culture, politics, sports, administrative leadership and student leadership.
4. Recognize the qualitative differences and challenges in media production.

**Credits:** 1

## Computer-Based Training

**CBT 104: Introduction to Keyboarding**

This self-paced course is designed for the student with no previous typing experience. Through the use of keyboarding software the student learns the basic techniques of keying alphabet and number keys in modern computer keyboards. Emphasis is on good technique and the development of speed and accuracy. Students must purchase the keyboarding software to work at home, or can use Peninsula College's computer labs to complete all work. A maximum of 2 credits of CBT104 and/or CBT 105 or combination thereof will count towards a degree or certificate. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Key the alphabet, number, symbol, space bar, and enter keys by touch.
2. Demonstrate correct finger placement, technique, and keystrokes.
3. Demonstrate proficiency with straight-copy keyboarding speed and accuracy.
4. Type a minimum of 28 wpm on a 2-minute timed writing with 5 or fewer errors.

**Credits:** 1

**CBT 105: Keyboarding Speed/Accuracy**

This self-paced class is a continuation of CBT 104 and is designed to build keyboarding speed and accuracy. The software program has special diagnosis capabilities for speed and accuracy development, with the starting goal of 28 words-per-minute for three minutes with four errors or less. The program also helps those with higher-level typing skills. (CBT 104 must be completed before starting CBT 105.) A maximum of 2 credits of CBT 104 and/or CBT 105 or combination thereof will count towards a degree or certificate.

**Course Student Learning Outcomes**

1. Key alphabetic and number keys by touch
2. Use and exhibit correct technique and keystroke
3. Creating straight copy with improved speed and accuracy skills.

**Credits:** 1

## Computer Applications Technology

**CAT 100: Introduction to Microcomputer Applications**

Introduction to mouse techniques, Windows operating system, file management, word processing, electronic spreadsheets, and databases. Hands-on class using business-oriented exercises and projects. Credit for both CAT 100 and any of the CAT 116-119 series will not be used for graduation requirements or financial aid.

**Course Student Learning Outcomes**

1. Navigate and manage files on a Windows computer.
2. Create and edit a Word document.
3. Create, edit, and add formulas to an Excel spreadsheet.
4. Create, edit, and query forms with database software.

**Credits:** 4

**CAT 111: Introduction to Microsoft Windows**

Manipulate windows: multitask: customize: manage disks, drives, files, folders: help and support: multimedia: graphics: conferencing: instant messaging: blogging: scanning: sharing: and maintenance.

**Course Student Learning Outcomes**

1. Use Windows to launch and use desktop applications
2. Develop and use file management strategies
3. Personalize computer settings
4. Use Internet to communicate and navigate World Wide Web
5. Develop strategies to secure your computer
6. Apply computer graphics and media program documents
7. Manage networking and power settings
8. Create backups and install peripherals.

**Credits:** 5

**CAT 114: Introduction to Microsoft Powerpoint**

Basics of Microsoft PowerPoint, including creating and delivering a presentation, design templates, text layout styles, master slides, using clip art, drawing objects, animation to enhance presentations, working with delivery options, toolbar options, and editing tools.

**Course Student Learning Outcomes**

1. Creating and managing presentations, formatting textual content, designing slides, using a slide master, formatting illustrations and tables, formatting pictures and other media, and applying animations and transitions to PowerPoint presentations.

**Credits:** 2

**CAT 116: Windows Computing Overview**

Introduces the basic elements and functions of computer hardware and operating systems, including information on managing files, updating your PC, online personal safety and security, and an introduction to common office application features. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Recognize standard computer hardware, peripheral devices, ports, and connectors.
2. Open, login, and navigate Windows 10 features including the Start Menu, File Explorer, and Desktop.
3. Demonstrate an understanding of basic operating systems, and Windows concepts and terms.
4. Use and customize Start Menu, Taskbar, and Desktop.
5. Open, switch between, and close apps/ applications.
6. Identify and use dialog boxes.
7. Create a screenshot and paste it into a document.
8. Create a simple text document and save it to a specific location.
9. Develop file management strategies.
10. Use File Explorer to view, navigate, organize, name/rename, delete, and filter folders and files.
11. Identify file locations and file paths.
12. Compress and extract files.
13. Describe how to identify and connect to a wireless network.
14. Identify potential online security risks and Windows Security measure.

**Credits:** 1

**CAT 117: Word Basics**

A short introduction to Microsoft Word (word processing) basics. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Create new and edit existing documents in Word.
2. Save an existing document as a revised document under a new name.
3. Use Word Ribbon tools, tabs, groups, dialog box launchers, backstage view, and contextual tabs to edit and format a document.
4. Recognize and apply font formats, paragraph formats, page formats, and file formats.
5. Insert and modify a picture in a document.
6. Create and manage document comments.
7. Insert and edit document controls for headers/ footers, citations, and bibliographies.
8. Prepare a document for sharing and printing.

**Credits:** 1



**CAT 118: Excel Basics**

A short introduction to Microsoft Excel (spreadsheet) basics. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Create new and edit existing spreadsheet workbooks in Excel.
2. Save an existing workbook as a revised workbook under a new name.
3. Use Excel Ribbon tools, tabs, groups, dialog box launchers, backstage view, and contextual tabs to edit, manage, and format cells.
4. Identify, enter, and edit text, values, formulas, and functions.
5. Select, move, insert, and delete cells.
6. Demonstrate an understanding of cell range references.
7. Apply and modify cell formats, including dates, currency, percentages, alignments, merge, borders & shading, and conditional formats.
8. Create calculations in a cell by using cell references, static values, simple functions, order of operations, and proper syntax.
9. Use Relative and Absolute references for copied formulas.
10. Use Formula View to error-check and edit formulas.
11. Organize and modify worksheets within a workbook.
12. Prepare a workbook for sharing and printing.

**Credits: 1**

**CAT 119: Access Basics**

A short introduction to Microsoft Access (database) basics. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Describe basic database concepts and terms.
2. Create a blank database.
3. Create and modify database Tables by adjusting layout, renaming fields, adding and deleting fields, and defining field properties.
4. Add records to a Table using direct entry, copy/paste, and importing.
5. Create and modify simple Queries, Forms, and Reports.
6. Import database tables from another database.
7. Create a relationship between Tables.
8. Prepare a Report for printing.
9. Describe how to compact & repair, back up, and restore a database.

**Credits: 1**

**CAT 130: Introduction to Microsoft Word**

Introduction to word processing covering basic concepts and terminology. Hands-on application including working with text, working with paragraphs, working with documents, managing files, and formatting.

**Course Student Learning Outcomes**

1. Create Documents and Use the Clipboard.
2. Modify Fonts.
3. Format Paragraphs.
4. Format Pages.
5. Edit Documents.
6. Insert Illustrations and Other Elements.
7. Create and Format Tables.
8. Use Themes, Styles, and Templates.
9. Manage References.
10. Manage Headers, Footers, and Sections.
11. Use Office Collaboration Features.
12. Use Macros.

**Credits: 5**

**CAT 140: Introduction to Microsoft Excel**

Introduction to spreadsheets. Create, format, edit, and print worksheets; formula and function capabilities; analyze, link, and summarize data; create charts and tables; images and diagrams; work with multiple worksheets; use templates and galleries.

**Course Student Learning Outcomes**

1. Create and Manage Workbooks.
2. Organize and Enter Data.
3. Change Properties and Print Worksheets.
4. Format Cells.
5. Enter Simple Formulas.
6. Use Advanced Functions.
7. Display Data in Charts.
8. Organize Data in Tables.
9. Summarize Complex Data.
10. Introduced to Pivot Tables/Charts.
11. Develop Excel Workbook implementing skills learned.

**Credits: 5**

**CAT 212: Help Desk and Support Specialist**

This course introduces the student to a broad range of topics about what an entry-level user support specialist is expected to know, including knowledge, skills and abilities they need to find employment in the support industry.

**Course Student Learning Outcomes**

1. Customer service skills for user support agents.
2. Writing for end users.
3. Skills for troubleshooting technology problems.
4. Identifying common support problems.
5. Help Desk operation.
6. User support management.
7. Product evaluation strategies and support standards.
8. Students will also create a user support utility tool kit and will participate in first hand experience in simulated Help Desk drill.

**Credits:** 5

**CAT 242: Intermediate Microsoft Excel**

This course will cover advanced Microsoft Excel concepts and practices that will be beneficial in math, science and business settings.

**Course Student Learning Outcomes**

1. Students will work with Excel Tables, PivotTables, and Pivot Charts.
2. Students will learn to manage multiple worksheets and workbooks.
3. Students will develop an Excel Application including working with Macros, Recording a Macro, Running a Macro and protecting against Macro Viruses.
4. Students will work with advanced functions.
5. Students will explore financial tools and functions.
6. Students will perform What-If Analyses.
7. Students will connect to External data.
8. Students will collaborate on a Shared Workbook.

**Credits:** 5

**Prerequisites:**

2.0 or higher in CAT 140 or instructor permission.

**CAT 270: CAT Internship**

Internship in a workplace setting of the student's choice, based on needs and interests.

**Course Student Learning Outcomes**

1. Acquire real world skills in a workplace setting based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.
2. Apply computer application technology skills in a workplace setting based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.
3. Identify strengths and weaknesses related to workplace skills and behaviors based on the criteria identified in a learning contract agreed upon by the student, instructor and internship supervisor.

**Credits:** 1-5

**Prerequisites:**

CAT 111, CAT 114, CAT 130, CAT 140 or instructor permission.

# Computer Science

## CS& 141: Computer Science I with Java

This course introduces the "algorithmic thinking" and the design and implementation processes necessary for you to solve complex, real-world problems with computers. We introduce the Java programming language to learn to write programs; understand the features of programming languages; decompose problems; develop algorithms; and use important software practices. We include software architecture (structure), classes(ways of modeling things), handling data, some computer ethics,standards, and maintaining program correctness. This course and its successor, CS-142 will help you become more competent and comfortable on the paths to both computer science and professional software development. This class may include students from multiple sections. (E)

### Course Student Learning Outcomes

1. Implement basic numerical algorithms.
2. Implement common search algorithms, including linear searches.
3. Apply the concepts of modeling and abstraction with respect to problem solving.
4. Design a simple class hierarchy using superclasses, and subclasses.
5. Design an algorithm in a programming language to solve a simple problem.
6. Create code in a programming language that includes primitive data types, references, variables, expressions, assignments, I/O, control structures, and functions.
7. Apply a variety of strategies to test and debug programs.
8. Use an integrated development environment (IDE) to create, execute,test, and debug secure programs.
9. Use standard libraries for a given programming language.
10. Differentiate among intellectual property, fair-use, copyright, patent,trademark, and plagiarism.
11. Develop technical artifacts.
12. Develop and use Unit Tests to guide development and verify software methods.
13. Write programs involving multiple classes and files, user I/O and internal storage.

**Credits:** 5

### Prerequisites:

P (2.0 or higher) in MATH 98/99 or above OR concurrent enrollment.

## CS 142: Computer Science II with Java

This course continues CS& 141, delving more deeply into computer science principles and professional software development principles and practices. We cover and use object-oriented and functional programming paradigms, basic top-down context-derived software processes and architectures, abstract data types, generics, data structures, recursion,complexity analysis of algorithms and O-notation, computer ethics,handling and querying data, unit tests, developing to standards, modeling physical processes, graphical user interfaces. We use a modern, intelligent professional development environment to implement concepts concretely.This course will help you become more competent and comfortable on the paths to both computer science and professional software development. This class may include students from multiple sections. (E)

### Course Student Learning Outcomes

1. Estimate time and space complexities for a given algorithm using Big-Onotation.
2. Contrast standard complexity classes.
3. Implement common search algorithms, including linear and binary searches.
4. Compare various data structures for a given problem, such as array, list,set, map, stack, queue, hash table, tree, and graph.
5. Create and execute different traversal methods for trees and graphs.
6. Calculate probabilities of events and expectations of random variables for elementary problems.
7. Implement in code OOP constructs, including encapsulation, abstraction,inheritance, and polymorphism.
8. Contrast functional and object-oriented programming paradigms.
9. Use a professional-level integrated development environment (IDE) to create, execute, test, and debug secure programs.
10. Apply consistent documentation and program style standards.
11. Implement in code different types of testing, including security, unit testing, system testing, integration testing, and interface usability.
12. Compare professional codes of conduct from the ACM, IEEE Computer Society, and other organizations.
13. Understand and apply appropriate software architecture and software development strategies in creating solutions to a range of problems.
14. Apply directions, requirements, and specifications in solving problems.
15. Search and manipulate data using functional stream techniques.
16. Evaluate computer ethics issues.

**Credits:** 5

**Prerequisites:**

CS& 141 and currently enrolled in MATH& 141 OR 2.0 or higher in MATH& 141 with instructor permission.

**CSC 100: Introduction to Computer Science**

An introduction to fundamentals of computer science. Topics covered include algorithmic design; problem-solving techniques for computer programming; fundamentals of digital logic and computer organization; the role of the operating system; introductory programming methodology, including variables, assignment statements, control statements and subroutines (methods); programming paradigms; the compilation process; theoretical limits of computation; database structures; and social and ethical issues. (NS)

**Course Student Learning Outcomes**

1. Describe the early human history of computation and the development of tools to aid in computation including computer science pioneers.
2. Articulate the social and ethical implications of technology, and issues related to privacy and digital security.
3. Describe the main parts of a modern computer and how a computer operates.
4. Describe what an algorithm is and develop algorithms to solve problems.
5. Demonstrate algorithmic thinking, programming, and debugging.
6. Demonstrate working knowledge of how data is represented in the computer including common data types.
7. Develop functions in code to make code modular.
8. Develop and test functions which accept arguments and return values.
9. Write code for a basic sorting algorithm, test the code and prove it works.
10. Articulate the difference between a class and an object.
11. Write code that instantiates an object and uses the object's methods.
12. Write code to work with user input.

**Credits: 5**

## Construction Technology

**GRBD 101: Introduction to Woodworking**

Introduction to woodworking tools, materials, hand and power tools used in residential and commercial jobsites. Overview of the woodworking industry, safety and building materials.

**Course Student Learning Outcomes**

1. Students will be able to recognize and demonstrate proper and safe usage of modern hand and portable power tools and stationary tools.
2. Students will have working knowledge of common fasteners and building materials to construct simple projects.
3. Students will be able to construct their own shop drawings and be able to build simple projects from magazine plans, shop drawings and similar designs.
4. Students will gain and demonstrate the confidence necessary to undertake simple projects on their own.

**Credits: 3**

**GRBD 102: Woodworking II**

Students will explore the art of creating finished pieces and establishing a career in the woodworking industry. This class covers advanced woodworking, cabinet making, and Labor and Industry guidelines for shop floor plans and walkways. Students will construct using jigs and templates.

**Course Student Learning Outcomes**

1. Students will be able to recognize and demonstrate proper and safe usage of modern hand and portable power tools and stationary tools.
2. Students will demonstrate the knowledge of OSHA and WA St. Dept L & I guidelines and requirements by designing a shop floor print, complete with walkways, minimum tool requirements, workflow and storage.
3. Students will explain the meaning of significant figures and tolerances as they relate to woodworking.
4. Students will demonstrate their ability to build precision cabinets by making drawing and building cabinet box, face, doors and drawers to within 1/32" tolerances.
5. Students will demonstrate their ability to make matching pieces by constructing and using jigs and templates.

**Credits: 5**

**GRBD 103: Finish Carpentry**

Students will learn finish carpentry techniques, craftsmanship finishing touches on construction project. Learn about traditional, colonial and modern construction styles including interior and exterior trim.

**Course Student Learning Outcomes**

1. Using traditional, colonial, and modern molding styles; students will be able to trim out the interior and exterior profiles of a windows and doors.
2. Using a compound miter saw and a coping saw; students will demonstrate two ways to make corner joints for interior molding.
3. Students will be able to describe, draw, and build a wainscoting wall finish complete with chair rail.
4. Students will install multiple base cabinets and uppers, install countertop, and trim out.
5. Students will design and build a coat closet organized, complete with adjustable shelves.

**Credits: 5**

**GRBD 105: Blueprint Reading**

Introduction on how to read and use blueprints to construct residential and commercial structures. Course emphasis will be on learning to read blueprints and how to apply different types of foundations, framing, and interior and exterior finishes. Learn how building codes apply to various stages of construction. This is one of the required courses for the Carpentry one-year certificate.

**Course Student Learning Outcomes**

1. Understand the purpose of blueprint drawings as a communication tool.
2. Identify the composition and layout of a set of drawings.
3. Interpret symbols, abbreviations, dimensions, line types and weights.
4. Understand scale as a relationship between the measurement used on a drawing and the measurement of the object it represents.
5. Develop proficiency using an architect's and engineer's scale.
6. Evaluate the completeness of a set of drawings.
7. Interpret specifications and schedules.
8. Differentiate between the various presentation drawings.
9. Understand the role of building codes in the construction process.
10. Apply the building code to various aspects of the drawings.

**Credits: 3**

**GRBD 106: Foundations and Framing**

This class introduces students to the beginning carpentry phases of conventional stick frame residential and light commercial construction. Learn International Building Codes as they apply to foundations and framing.

**Course Student Learning Outcomes**

1. Students will be able to demonstrate a basic understanding of blueprint reading and the IBC (International Building Code).
2. Students will be able to explain the construction of typical stem wall and monolithic foundation systems as well as explain the advantages and disadvantages of each.
3. Students will be able to properly demonstrate the layout of walls on a subfloor and be able to use the proper equipment and techniques to check for square, level, and plumb.
4. Students will be able to work together, as a crew would on a jobsite, to frame floors, wall, and ceilings.
5. Students will be able to demonstrate the ability to frame the rough openings for windows and doors in exterior and interior walls.

**Credits: 5**

**GRBD 107: Siding, Decks and Stairs**

This class will focus on three of the most functional and visible elements of any residential construction or light commercial project: siding, decks, and stairs. Code compliance will be a major focus of deck and stair system construction.

**Course Student Learning Outcomes**

1. Apply both shear and non-shear compliant siding as well as the flashing and trim components.
2. Explain deck code compliance, as it applies to fasteners, spans, and design.
3. Design and build code compliant small deck project complete with stairs.
4. Demonstrate proper stair system design, layout, and placement.
5. Develop and submit a deck addition permit application, as required by local building department.

**Credits: 5**

**GRBD 108: Roof Systems and Roofing**

This class will focus on the proper and safe construction of both rafter and truss roof systems. Students will learn about various roofing material, practice flashing and installing multiple roofing products.

**Course Student Learning Outcomes**

1. Using OSHA approved fall protection equipment, students will demonstrate the proper way to harness and operate on a roof.
2. Following OSHA guidelines, students will successfully and properly setup scaffolding, ladders, ladder jacks, planks and roof jacks.
3. Students will have working knowledge of diagnosing the indicators of the most common roof leakage hazards and demonstrate the proper way to flash them.
4. Students will construct and roof both a truss and a rafter roof system.
5. Students will calculate and cut the seat cut and top cut of an exposed truss so that it is both structurally and visually sound.

**Credits: 5**

**GRBD 153: Residential Homebuilding**

Hands on residential construction at an actual home building site. Students will learn safety, OSHA competent person, how to operate power tools, building codes, construction standards, blueprint reading, and how to build walls, floors and various components of a home.

**Course Student Learning Outcomes**

1. Identify and demonstrate safe and competent person work practices.
2. Demonstrate safe and appropriate workplace (job site) behavior.
3. Identify hand and power tools and be able to demonstrate proper safety and use.
4. Identify and explain the elements of common residential construction.
5. Perform measurements and mathematical calculations critical to carpentry.
6. Identify building codes and residential construction standards.
7. Build key components of a home.
8. Demonstrate the ability to accurately read blueprints.
9. Identify weatherization standards for home building.

**Credits: 5**

**GRBD 160: Small Farm and Backyard Carpentry**

Students will learn the necessary skills required to research, design, and build backyard farm and garden structures that promote efficiency of urban sustainable living.

**Course Student Learning Outcomes**

1. Define terminology and concepts related to hands on carpentry techniques for small farm and backyard structures.
2. Locate, identify, and comply with local Laws, Codes, Covenants, and Restrictions.
3. Develop the skills and confidence to safely use common hand and power tools.
4. Students will learn to read and build from prints and shop drawings and will learn the skills necessary to construct shop drawings.
5. Identify and select the proper materials and fasteners for your project.
6. Research, design, and build small outdoor structures.

**Credits: 3**

**GRBD 165: Introduction to Alternative Energy**

Students will learn about sustainable alternative energy and examine, in detail, solar, wind, and mini-hydro electricity. Perform an energy audit and analyze current energy usage. Explore components, efficiency, and requirements of each type of system and design a grid tied or an off grid sustainable alternative energy system

**Course Student Learning Outcomes**

1. Define terminology and concepts related to Sustainable Alternative Energy.
2. Perform an energy audit to determine household energy requirements.
3. Compare and contrast Solar, Wind, and Mini-Hydro Sustainable Alternative Energy options.
4. Develop and design a Sustainable Alternative Energy System plan that adequately meets the energy requirements of a single family residence, as determined by an energy audit.
5. Compare cost, efficiency, and reliability of Solar, Wind, Mini-Hydro, and Grid Power for a given location.

**Credits: 5**

**GRBD 206: Construction Technology, Concepts and Design**

Learn Construction Technology techniques and processes and how they apply modern stick framed residential and light commercial building. Design and orient a house plan. Practice advanced framing, insulation, air infiltration and material selection. Learn the United States Construction Technology Council LEED process. Explore eligibility requirements from Energy Star and Clallam Built Green.

**Course Student Learning Outcomes**

1. Students will be able to demonstrate a knowledge of the Green Building movement and what it means. They will be able to explain what Building Certification is, what certifications there are national and locally, and what may be certified.
2. Students will study and gain an advanced knowledge of building science (principles of energy, heat and air flow, moisture flow, dew point and condensation, and relative humidity).
3. Students will demonstrate their understanding of structure orientation, window and landscape shading, waste management, and design by designing a residential structure for a particular plot.
4. Students will be able to demonstrate their knowledge of Green Building concepts, such as advanced framing, thermal bridging, and air infiltration by taking a standard set of blueprints and Greening them up by applying Green Building Techniques.
5. Students will study the key components to Green Material selection and will be able to argue for and against the selection of Building Materials, based on whether or not they are Green Building Materials.

**Credits: 5**

**GRBD 210: Job Site Management**

This class will introduce the students to construction jobsite management. Learn OSHA and Washington State Department of Labor and Industries requirements for job site safety. Control of resources and materials on the jobsite as well as the proper order and flow of jobs on the worksite. Negotiate with labor and subcontractors. This class will teach students leadership skills to work as a foreman or contractor on a construction site.

**Course Student Learning Outcomes**

1. Explain the OSHA and WA State L & I requirements, as they apply to residential and light commercial construction.
2. Serve as project manager and demonstrate the knowledge of the correct order of work as well as proper and efficient and proper storage and distribution of materials on the job site.
3. Define, document, and keep record of what is important on the job site.
4. Document the proper order and scheduling of deliveries, construction, and subcontractor schedules.
5. Explain the impact that change orders and mistakes have on both the time line and the bottom line for the contractor.

**Credits: 3**

**GRBD 212: Engineered Building Materials & Methods**

This class focuses on the role and use of engineered wood, steel, and fast growing plants in the construction world. Starting with Glulams, finger-jointed studs, and manufactured trusses. Learn about cutting edge engineered building materials like mass timbers, cross laminated timbers, and thermally modified wood and their impact on the Construction Technology Movement.

**Course Student Learning Outcomes**

1. Learn what engineered wood building material are commonly used today as well as the pros and cons of each of these.
2. How the use of engineered building materials impacts the cost and time of residential and light commercial construction.
3. Gain a working knowledge of the many new materials hitting the market and how the implementation of these building materials can impact the Green Certifications of the project as well as the design and structural loads of the structure.
4. What changes are on the horizon and what are the costs associated with using a new building material or process (tooling up, learning curve, additional permits, inspections, or engineering)?

**Credits: 5**

### **GRBD 215: Carpentry Estimation**

This class will cover practices for successful cost estimation of residential and light commercial construction. Students will conduct material 'take offs' then put their skill to use, estimating materials such as lumber, roofing, windows, doors, permits applications, professional fees for architects and engineers, waste, time, and overhead.

#### **Course Student Learning Outcomes**

1. Estimate the costs associated with the construction of residential and light commercial construction.
2. Calculate board feet, square and cubic feet and yards and convert from inches to feet to yards as well as figuring the cost associated with quantities verse single items.
3. Using blueprints or drawings, students will accurately estimate the quantity of materials, including waste, to complete the project at hand.
4. Identify hidden components that fall into the general category of overhead (gas, hours at night, wear and tear on equipment, license, bond, and insurance, etc.) and how to bid on those items.
5. Describe the importance of accuracy and the costs associated with over and underbidding.

**Credits: 3**

### **GRBD 220: Alternative Building Methods**

Class focuses on building engineered wood products into traditional stick framing as well as construction using Structurally Insulated Panels (SIPS), Insulated Concrete Forms (ICF), and other nontraditional, yet existing and allowable building methods for today's construction industry.

#### **Course Student Learning Outcomes**

1. Explain and demonstrate how SIPS panels are assembled and installed on the job site.
2. Select one engineered building material and describe how it could be used as an architectural or structural element, or both, in a conventionally stick framed house. Include shop drawings.
3. List and explain the engineering code changes that have come into place in the past 10 years concerning pole building construction and describe what must be done to meet these code changes.
4. Construct a geodesic dome and detail the elements that make this building structure so cost efficient and sturdy.
5. Design, draw, and estimate the cost of building a 400 sf exempt structure that minimizes the square footage cost.

**Credits: 5**

### **GRBD 225: Construction Management**

Learn leadership and ethics for construction management and the business of being a contractor. Explore legal requirements and risk analysis for a construction project. Analyze cost and project budgets.

#### **Course Student Learning Outcomes**

1. Create a successful business plan that includes a vision statement, for the construction industry.
2. List and describe all the legal requirements for become a contractor.
3. Develop the ability to identify and analyze the risks associated with a construction project.
4. Understand the basics of cost flows and project budgets.
5. Understand the ethics of construction management.

**Credits: 3**

## **Criminal Justice**

### **CJ& 101: Introduction to Criminal Justice**

Traces historical development of courts, corrections, and law enforcement to understand structure and process of the criminal justice system. Examine roles, responsibilities, and perspectives of its participants. (E)

#### **Course Student Learning Outcomes**

1. Define what historical events influenced the development of our current criminal justice system.
2. Identify and discuss the strength and weaknesses of the U.S. criminal justice system.
3. Define the elements of a crime and distinguish between civil and criminal law.
4. Identify and discuss the role of the police, courts and correctional components of the criminal justice system.
5. Discuss the role of the prosecutor in the criminal justice process, the areas of conflict and cooperation between the prosecutor and the police.
6. Discuss the pretrial procedures following arrest and describe the process including the problems and purposes associated with each step.
7. Describe the organization, function and jurisdiction of Federal and State Courts, and discuss the role of the judge in a criminal trial.

**Credits: 5**



**CJ& 105: Introduction to Corrections**

Examines institutional and community correction applications, focusing on correctional facility operations, probation, parole, and intermediate sanctions within the American criminal justice system.

**Course Student Learning Outcomes**

1. Provide the student with a clear understanding of the correctional system, as it exists today and the role of corrections as a critical element of the criminal justice system.
2. Assist the student in understanding the entire correctional system: jails and minimum, medium, maximum and super maximum prison facilities, halfway houses and other types of correctional facilities and programs.
3. Provide the student with an understanding of the goals of punishment versus rehabilitation, incarceration versus non-incarceration sentencing structures, and diversionary programs currently in use in many state correctional systems.
4. Provide the student with the cornerstone knowledge that will maximize criminal justice learning in future courses of study in this specific field.
5. Provide the student with the knowledge that will allow them to understand the theories currently in use regarding corrections and how these theories and practices have changed and will continue to change over time.

**Credits: 5**

**CJ& 106: Juvenile Justice**

Overview of the juvenile justice system covering due process requirements of each phase of the process. Also examines theories behind delinquency causation and discusses treatment modalities and programs.

**Course Student Learning Outcomes**

1. Understand the nature and purposes of the juvenile justice system.
2. Understand the reasons for the development of juvenile court.
3. Understand how the juvenile court functions.
4. Understand the philosophical basis for the juvenile court.
5. Understand the limitations of the juvenile court and the reasons for those limitations.
6. Understand the correctional process of the juvenile justice system and its integration into the adult correctional system.
7. Understand the current issues in the field of juvenile justice and trends for the future.

**Credits: 5**

**CJ& 110: Criminal Law**

Substantive criminal law applied to crime prevention and control activities in criminal justice. Examines definitions, classifications, grades, prohibitions, and punishments ascribed to criminal law through statutes and case law.

**Course Student Learning Outcomes**

1. Explain what makes an act or omission a crime.
2. Explain Mens Rea.
3. Define the difference between General Intent and Specific Intent.
4. Explain the Violence Against Women Act.
5. Discuss the difference between Church and State.
6. Explain what a Grand Jury is and its functions today.
7. Explain the history of the Eighth Amendment to the U.S. Constitution.

**Credits: 5**

**CJ 115: Constitutional Issues in Criminal Justice**

Comprehensive study and analysis of constitutional law applying to administration of justice (criminal law procedure), specifically constitutional guidelines guaranteeing due process of law, equal protection, and fundamental fairness in application of the law.

**Course Student Learning Outcomes**

1. To appreciate the long constitutional history of responding to crime with justice;
2. To understand the developments in society such as technological innovations shape and reshape criminal justice legislation;
3. To understand the roles and functions of police, courts and corrections in a constantly challenging society;
4. To understand and appreciate a multicultural society;
5. To understand and explain the constitutional issues facing today's criminal justice system;
6. Identify the constitutional roles and functions of police, courts, and corrections as they apply to the criminal justice system.

**Credits: 5**

**CJ 121: Criminal Evidence**

Rules of criminal evidence regulating the burden of proof, admissibility, relevancy, materiality, weight, and sufficiency of evidence in criminal legal proceedings. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Understand and explain the history of evidence law and the legal process.
2. Be able to discuss the sources of the individual rights including the US Constitution and Bill of Rights.
3. Be able to discuss the implications of the Bill of Rights regarding evidence.
4. Be familiar with the concept of judicial review.
5. Be knowledgeable about the history of the rules of evidence.
6. Identify the federal sources of rules of evidence.
7. Be able to discuss the role of the Constitution, Supreme Court, and the Federal Courts in evidence law.
8. Be familiar with the Uniform Rules of Evidence and the Federal Rules of Evidence.
9. Understand the role of state constitutions, rules of evidence, and case law as they relate to evidence.
10. Understand the content and quality of good evidence.
11. Be able to distinguish between the concepts of relevancy, materiality, and inadmissibility in evidence.

**Credits: 5**

**CJ 136: Law Enforcement Report Writing**

Report writing for law enforcement provides students with a comprehensive guideline that documents all the aspects of the criminal justice system, from the arrival at an incident to the presentation of the written report in court. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Demonstrate proficiency in basic English grammar and police terminology.
2. Exhibit proficiency taking notes at a crime scene.
3. Demonstrate the process of writing a detailed, narrative case report for an investigation in a chronological format.
4. Explain the duties of the first responding officer arriving at a crime scene.
5. Accurately complete various forms utilized by officers in their day to day duties.
6. Demonstrate an understanding of basic requirements needed in probable cause affidavits, search warrants and arrest warrants.
7. Explain what an Affidavit of Expertise is and how it builds a foundation for court room testimony.

**Credits: 5**

**CJ 211: Criminal Investigation**

Criminal investigation case management, interview/interrogation techniques and methods for reconstructing past events. Provides basic skills for conducting criminal investigations.

**Course Student Learning Outcomes**

1. Define the major historical benchmarks of criminal investigation.
2. Define and apply the basic concepts of criminal investigation.
3. Define and apply how current technology impacts police investigations.
4. Understand the interrelationships that the criminal investigator has with other professionals in the system.
5. Understand crime specific investigative techniques.
6. Understand arrest and search responsibilities of investigators.
7. Conduct successful victim, witness and suspect interviews.
8. Understand court process, testimony and evidence presentation.
9. Comprehend the importance of future directions in police criminal investigation techniques.

**Credits: 5**

**CJ 236: Introduction to Patrol Procedures**

Provides an overview of the types and purposes of police patrol, including vehicle patrol and routing patrol procedures, mediation, and management of crisis situations. Emphasis is placed on citizen protection, crime prevention, and identification and apprehension of suspects.

**Course Student Learning Outcomes**

1. Explain the role of the field officer in the overall scheme of law enforcement
2. Describe how a police or sheriff's department is organized and managed in the 21st Century
3. Recount a brief history of police patrol in the United States
4. Discuss the basic objectives of police patrol
5. List and explain the basic patrol activities
6. Explain the decision-making process in deployment of resources
7. Discuss the importance of ethical conduct and integrity of the law enforcement professional

**Credits: 5**

**CJ 241: Ethics in Criminal Justice**

Philosophical foundations of moral and ethical theory, doctrines, and controversies for understanding the necessity for practicing good moral and ethical judgment when performing criminal justice duties.

**Course Student Learning Outcomes**

1. Define the term ethics and explain its application in the criminal justice system
2. Examine the philosophical foundations of ethical theory and list the major theories and theorists
3. Define the term ethics and describe the nature and sources of ethics
4. Trace the historical origins of ethics and describe its development
5. Explain how constitutional provisions serve as a source of ethics
6. Explain the role of law as a source of ethics
7. Describe the purpose of a professional code of ethics in criminal justice and explain why it is important to attach ethics to the issue of professionalism

**Credits: 5**

**CJ 242: Introduction to Police Management**

Introduces selected issues and practices associated with midlevel police management. Emphasizes the changing police environment and the shift that has been occurring in police organizational structures.

**Course Student Learning Outcomes**

1. Define the major historical benchmarks of police management
2. Define and apply the major theoretical management principles to current police operations including leadership, supervision, and communications
3. Define and apply how current technology impacts police operations
4. Present and analyze current managerial issues related to human resources, planning and labor relations
5. Present future directions in police management
6. Conduct proactive planning

**Credits: 5**

**CJ 250: Supervision for Law Enforcement**

Introduction to selected issues and practices associated with police supervision. This course focuses on strength based leadership, ethics, communications, empowerment, self-control, and teamwork. Students will learn how to apply basic leadership theory and practice of police supervision to improve performance and accountability.

**Course Student Learning Outcomes**

1. Identify issues related to supervising law enforcement personnel.
2. Explore leadership theory and practices.
3. Discuss the art of persuasion and the language of reassurance.
4. Discuss ethics, empowerment, and self-control.
5. Apply effective communication strategies to motivate individuals and teams.
6. Analyze strength based leadership strategies in law enforcement.

**Credits: 5**

# Cybersecurity & Computer Forensics

## **CSIA 110: Introduction to Cybersecurity and Cybercrime**

Provides an introduction to the field of Cyber Security through the analysis of technology and concepts in the field of cyber security and cybercrime. This course provides a complete introduction to the protection of business information and systems that support business process. The objective is to identify common threats and attacks, analyze the role of security techniques and architectures, explain the role of cryptography, and analyze issues related to managing security.

### **Course Student Learning Outcomes**

1. Develop an understanding of security in relation to technology and information systems.
2. Demonstrate an understanding of basic computer and networking technologies in relation to IT security.
3. Identify career pathways in the fields of digital forensics and cyber security.
4. Explore case studies in the fields of cyber security and cyber crime.
5. Develop basic understanding of the role of information security in the IT field.
6. Identify core principles of cybercrime and cybersecurity.

**Credits: 5**

## **CSIA 185: Cybersecurity I: Risks, Control and Encryption**

This course explores the basic security landscape through the topics of risks, threats, control and encryption. Learn how to assess and prioritize risks with computer system, implement authentication controls and the functions of encryption/cryptography. Course may prepare students to complete Security + certification. Course maps to CTCITC117 Security +.

### **Course Student Learning Outcomes**

1. Demonstrate an understanding of the process for comparing and prioritizing security risks.
2. Demonstrate an understanding of mechanisms used to control access to computer systems.
3. Illustrate techniques for controlling computer files.
4. Identify features of major file systems used in operating systems and removable storage.
5. Articulate techniques for accurately associating individuals with user identities inside computer systems.
6. Demonstrate the fundamentals of encryption and cryptanalysis.

**Credits: 5**

## **CSIA 190: Cybersecurity II: Securing the Modern Enterprise**

From securing networked computers to securing the web this course provides an in-depth look at the challenges and opportunities with securing the modern enterprise. This class will include students from multiple sections.

### **Course Student Learning Outcomes**

1. Demonstrate the core functions of computer networking.
2. Identify and demonstrate understanding of networks connect to other networks.
3. Articulate the risks and threats unique to large enterprises.
4. Demonstrate an understanding of how encryption on networks functions.
5. Articulate the security issues with email and other internet services used in the enterprise.
6. Demonstrate understanding of government level information security policy.
7. List security classifications and clearance levels within various government agencies.

**Credits: 5**

## **CSIA 195: Cybersecurity III: Ethical Hacking**

This course serves as an introduction into the skills, steps and concepts related to the field of penetration testing and ethical hacking. The modern penetration tester or "pen tester" relies on a specific set of skills to help secure IT infrastructure by testing defenses. This course places a heavy emphasis on the ethical issues and practices required by all professional penetration testers.

### **Course Student Learning Outcomes**

1. Articulate the ethical issues of information technology.
2. Demonstrate the principles of unethical and ethical penetration testing.
3. Demonstrate working knowledge of reconnaissance practices and tools including scanning and sniffing tools.
4. List vulnerabilities within TCP/IP.
5. Demonstrate understanding of password cracking, spoofing and session hijacking techniques.
6. Identify techniques for penetrating network devices.
7. Demonstrate understanding of operating system vulnerabilities including Windows and Linux Operating Systems.
8. Demonstrate the proper incident handling techniques and practices.

**Credits: 5**

**CSIA 280: Computer Forensics I: Intro to Computer Forensic**

Explore the role and skillset required of the computer forensics professional investigator including an introduction to the computer investigation process, data acquisition process, crime scenes and forensics tools. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Define computer forensics and describe how to prepare for computer investigations.
2. Demonstrate the importance of maintaining professional conduct.
3. Explain how to prepare a computer investigation and explain requirements for data recovery workstations and software.
4. Describe certification requirements for computer forensics lab.
5. Explain the criteria for selecting a basic forensic workstation.
6. List digital evidence storage formats and explain how to use acquisition tools.
7. Articulate rules for controlling digital evidence.
8. Explain guidelines for seizing digital evidence at a crime scene.
9. Describe computer forensics software tools and methods for validating and testing computer forensics tools.

**Credits:** 5

**CSIA 290: Cybersecurity Capstone**

Provides cybersecurity students with the opportunity to develop a complex, quarter long project working in the field of information security. Students will work with their instructor to determine career readiness and develop a project focused on honing specific individual skills based on areas of need. Students will have the opportunity to collaborate with others and learn from real world needs, often working with industry on projects. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Develop and present a resume to potential employers.
2. Demonstrate job searching skills techniques for researching potential jobs.
3. Design, deploy and document a project tied to real world needs and skills.
4. Develop a plan for continuing professional development, certifications, and skill building.
5. Present project work in written and oral forms.
6. Demonstrate the ability to collaborate with others on a quarter long project.
7. Demonstrate interviewing skills for technical job interviews.

**Credits:** 5

**CSIA 295: Cybersecurity Internship**

Internship in a workplace setting of the student's choice, based on needs and interests. Fifty-five hours per credit.

**Course Student Learning Outcomes**

1. Develop an internship learning contract with supervisor to describe duties, responsibilities and hours.
2. Apply skills and concepts learning throughout the student's studies in the field of information security/cybersecurity to real world projects in a real workplace.
3. Develop a list of strengths, weaknesses and opportunities for continued professional development based on the duties, responsibilities and feedback from the internship learning contract supervisor.

**Credits:** 1-5

**Prerequisites:**

Instructor permission.

### **CSIA 299: Integrated Study-Honors**

In this capstone honors course, students will complete a project relevant to their career pathway and program. The project will integrate at least two Business and IT programs (Business Administration, Administrative Office Systems, Computer Applications Technology, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project.

#### **Course Student Learning Outcomes**

1. Complete a project relevant to learning pathway and program.

**Credits:** 2

#### **Prerequisites:**

Completion of 60 credits in the BUS/ IT program of study with a GPA of 3.5 or higher; and completion of the English course required in the BUS/ITprogram of study.

## **Directed Studies**

### **DS 290: Directed Research**

Directed Research is an in-depth learning opportunity offered to students where their abilities and interests indicate they would benefit from a highly focused task under the direction of an individual faculty member. The student is responsible for finding a sponsoring faculty member. (E)

#### **Course Student Learning Outcomes**

1. Learning outcomes vary according to project

**Credits:** 1-5

#### **Prerequisites:**

All arrangements must be made with the instructor prior to enrollment.

### **DS 295: Special Topics**

Special Topics courses are offered from time to time for groups of students where an opportunity for specialized study exists. Examples might include lectures by a visiting expert, study of a timely topical development, a local conference, an on-going faculty research project, or other exceptional educational experience.

#### **Course Student Learning Outcomes**

1. Learning outcomes vary according to project

**Credits:** 1-5

## **Drama**

### **DRMA& 101: Intro to Theatre**

Introduction to history, art, and craft of theater. Plays are read and discussed. Play production is studied from the viewpoints of the playwright, actor, director, and theater technicians. Attendance at current community theater production is desirable. (H)

#### **Course Student Learning Outcomes**

1. Apply Aristotle's six traditional parts of drama: plot, character, theme, music, diction, and spectacle in relation to excerpts from several significant plays, ranging from classical to contemporary theatre.
2. List and explain traits that theatre shares with other kinds of performance.
3. Describe the basic process of script development and key elements of plot structure.
4. Apply basic performance skills, with a focus on "honesty" in character development and action.
5. Explain how design and technical theatre areas enhance and support a live performance.
6. List and explain traits of theatre itself including configurations and stage shapes.
7. Practice costume and set design.
8. Perform a monologue and a duet.
9. Write a critique of a play performed locally.
10. Write and perform a two person scene.

**Credits:** 5

### **DRMA 107: Theatre Production and Design**

This course provides instruction and experience in technical theater through lecture, readings, and practical experience. Students will work together as a production team to assist in the design and production of the play being performed within the quarter. This class will include students from multiple sections. (E)

#### **Course Student Learning Outcomes**

1. Create meaningful and functional design for theatrical performances.
2. Operate the basic systems in a theatre.
3. Respond critically to various theatrical performance designs.
4. Work collaboratively as a member of a technical stage crew and participate effectively in production meetings.

**Credits:** 5

**DRMA 124: Acting I**

Acting I is an introduction to craft: the balance of external technique and internal elements in order to create a flexible but consistent process that can be used to create believable characters in a variety of settings. The class is a combination of theory and practice. Students are exposed to major post-Stanislavskian acting theories that are applied in scene and partner work. This class will include students from multiple sections. (P,H)

**Course Student Learning Outcomes**

1. Demonstrate the following aspects of the craft of acting: relaxation/breathing techniques, visualization, given circumstances, objectives, scene analysis, and improvisation.
2. Analyze scenes from plays.
3. Demonstrate creativity and critical reflection throughout the process of acting.
4. Apply a working vocabulary of theatre terms.
5. Memorize lines in a timely manner.
6. Demonstrate relaxation and energizing methods from warm-ups to rehearsal.
7. Demonstrate and apply outer and inner concentration techniques in rehearsal.
8. Apply imaginative techniques to a variety of acting scripts and rehearsal situations.
9. Apply sensory perception as an acting tool.
10. Create and apply the concept of "intention" to the planning and rehearsal of scenes.

**Credits: 5**

**DRMA 125: Acting II**

Acting II is a continuation of the craft-based study of acting. Students will continue to engage with theory and practice, implementing the ideas of Stanford Meisner to apply one particular theoretical approach in the Stanislavskian tradition of realistic theatre. Students will dissect two plays over the course of the quarter, performing scenes from both in front of an audience. This class will include students from multiple sections. (P)

**Course Student Learning Outcomes**

1. Analyze the psychology and emotional depth of a character.
2. Apply an advanced working vocabulary of theatre terms.
3. Demonstrate a critical approach to scene analysis through the written and spoken word.
4. Knowledge of history and application of acting techniques (e.g. Stanislavsky, Meisner, etc.)
5. Perform in contrasting acting styles and genres (e.g. film, classic, modern, comedic, dramatic, etc.)

**Credits: 5**

**DRMA 175: Introduction to Playwriting**

Students will develop a critical vocabulary to talk about scripts as artifacts. Students will develop original one-act plays and compete for possible production spots in the Spring Festival of Student-Directed One-Act Plays. (E)

**Course Student Learning Outcomes**

1. Identify dramatic action that will contribute to an effective writing structure.
2. Analyze dramatic structure using Aristotle's elements (i.e. plot, character, theme, diction, music, spectacle).
3. Develop, edit, refine, and complete several playwriting assignments, including a 5-10 minute play for the Find Your Voice Play Festival and/or Studium Generale.
4. Employ constructive feedback techniques for peers in class.
5. Demonstrate critical vocabulary for identifying strengths and areas of concern in peer work.

**Credits: 5**

**DRMA 211: Theater Practicum I**

Development of theater production basics, with practical application of this knowledge in the development of a staged play on campus. Classic theater is often emphasized. After the general overview, class members will select areas of concentration, such as acting, stagecraft, lighting, makeup, costuming, publicity, and house or stage management. Participants commit to evening rehearsal and production hours. (E)

**Course Student Learning Outcomes**

1. Demonstrate the ability to work on various practical aspects of theatre production production (e.g. lighting, set construction, makeup, costume design, stage management)
2. Develop professional courtesy when working with all members on the production team
3. Develop shop skills and safety practices when working on a production
4. Use time-management skills to schedule and complete required hours

**Credits: 1-5**

**DRMA 212: Theater Practicum II**

Development of theater production basics, with practical application of this knowledge in the development of a staged play on campus. Classic theater is often emphasized. After the general overview, class members will select areas of concentration, such as acting, stagecraft, lighting, makeup, costuming, publicity, and house or stage management. Participants commit to evening rehearsal and production hours. (E)

**Course Student Learning Outcomes**

1. Be self-motivated in seeking hours and a variety of tasks to complete
2. Demonstrate advanced knowledge of various aspects of theatre production (e.g. lighting, set construction, makeup, costume design, stage management)
3. Continue to employ professional courtesy when interacting with all members of the production team
4. Maintain shop skills and safety practices when working on a production
5. Use time-management skills to schedule and complete required hours

**Credits:** 1-5

**DRMA 230: Directing I**

Students will develop a critical vocabulary and be introduced to a variety of contemporary perspectives about play direction. Students will work practically to develop their own ideas and style by directing three short, two-person scenes with outside actors. Students will compete for spots in the spring Festival of Student-Directed One-Act Plays. (E)

**Course Student Learning Outcomes**

1. Demonstrate a critical vocabulary to talk about direction.
2. Analyze a text for performative possibility.
3. Facilitate an interpretation of a text as a collaborative and performative artifact.
4. Explain contemporary theories of direction.
5. Explain acting from a directorial perspective.
6. Communicate objectives to student actors.
7. Articulate a personal theory of directorial leadership pertaining to issues of movement, motivation, trust, and creative freedom as it relates to actors and other collaborators.
8. Prepare an application to direct a one-act play in the Festival of Student-Directed, One-Act Plays on the PC main stage, Spring quarter.

**Credits:** 5

## Early Childhood Education

**ECED& 105: Introduction to Early Childhood Education**

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals in action. This class will include students from multiple sections. STARS approved.

**Course Student Learning Outcomes**

1. Explain current theories and ongoing research in early care and education.
2. Describe the role of play in early childhood programs.
3. Compare early learning program models.
4. Explain the importance of developing culturally responsive partnerships with families.
5. Identify appropriate guidance techniques used in early care and education settings.
6. Describe the observation, assessment, and teaching cycle used to plan curriculum for all young children.
7. Apply the professional code of ethics for early care and education to resolve dilemmas.
8. Describe major historical figures, advocates, and events shaping today's early childhood education.

**Credits:** 5



**ECED& 107: Health, Nutrition, and Safety**

Introduces basic concepts of equitable health, safety, and nutrition standards for the growing child in group care and education programs. Requirements as outlined in Chare Care Block Grant funding (CCDF) and state licensing standards for child care providers will be covered including the knowledge and skills to ensure appropriate health, nutritional, and safety practices. In addition, the course will emphasize the skills necessary to recognize signs of child maltreatment, the educator's role as a mandated reporter and the process of identifying and referring families to available community resources. STARS approved.

**Course Student Learning Outcomes**

1. Describe federal and state mandated health, safety, and nutrition practices.
2. Identify indicators of illnesses/ infectious diseases and steps to prevent the spread of them.
3. Outline safety procedures for providing emergency care and daily care.
4. Evaluate program safety policies.
5. Describe food programs and practices that support the development of children.
6. Create examples of developmentally appropriate and culturally responsive health, safety, and nutrition education materials and activities.
7. Describe the responsibilities of mandated reporters.
8. Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services.

**Credits: 5**

**ECED& 120: Practicum**

This course will provide students an opportunity to focus on, develop and apply best practice for engaging in nurturing, supportive relationships with children, families, and professional peers in an early learning setting. Students will apply and additional focus of children's health and safety while promoting growth and development to relationship building with children and families. This class will include students from multiple sections. STARS approved.

**Course Student Learning Outcomes**

1. Describe the characteristics of nurturing relationships built between teachers and children.
2. Practice ideals of professionalism in work with children, families and peers.
3. Recognize cultural responsiveness when observing professionals and programs.
4. Identify practices that promote health, safety, growth and development of children.

**Credits: 2**

**ECED& 132: Infants and Toddlers**

Examine the unique developmental needs of infants and toddlers. Study the role of the caregiver, relationships, developmentally appropriate practices, nurturing environments for infants and toddlers, and culturally relevant care. STARS approved.

**Course Student Learning Outcomes**

1. Discuss developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms in the context of important, ongoing relationships.
2. Design a plan to support reciprocal, culturally sensitive partnerships with families.
3. Select positive guidance techniques that are appropriate and effective with infants and toddlers.
4. Critique infant and toddler early learning environments, articulating environmental influences on the learning processes of infants and toddlers during authentic play activities.
5. Describe a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development.

**Credits: 3**

**ECED& 134: Family Childcare Management**

Learn how to manage a family childcare program. Topics include: licensing requirements, record-keeping, relationship building, communication strategies, guiding behavior, and promoting growth and development.

**Course Student Learning Outcomes**

1. Describe strategies for complying with Family Childcare Minimum Licensing Requirements.
2. Describe strategies for meeting the developmental needs and guiding the behavior of children in multi-age groups.
3. Identify strategies for family child care business management including tax planning and record-keeping.
4. Create written documents, such as a contract and policy handbook, that facilitate communication between the provider and the families.
5. Develop strategies for creating reciprocal, culturally responsive relationships with families.
6. Articulate knowledge and skills that define Family Childcare Providers as professionals.

**Credits: 3**

**ECED& 136: School Age Care**

The basics of quality child care programs for children age 5-12, including developmental profiles of the school-age child, planning, budgeting, program set-up, curriculum, and resources.

**Course Student Learning Outcomes**

1. Evaluate, written philosophies of school age child care that address high quality care.
2. Identify at least five professional organizations or resources for school age care providers.
3. Develop an appropriate plan for a before and After school age care environment, (that is bias free, respects cultural and individual diversity, is developmentally appropriate, and supports positive self-esteem, social interaction, active involvement, initiative, responsibility, creativity, in addition, a growing sense of autonomy.)
4. Use Washington State Career Development Core Competencies or Skills Standards for school age care providers for self-assessments and professional development planning for educational/training needs.
5. Analyze a school age program and identify a plan for Improvement that is based on best practices, and accepted standards.

**Credits: 3**

**ECED& 139: Administration of ECE Programs**

This course will help students develop administrative skills required to develop, open, operate, manage, and assess early childhood education and care programs. Students will explore techniques and resources available to Washington State licensing and NAEYC standard compliance.

**Course Student Learning Outcomes**

1. Articulate early learning program philosophies, mission statements, and corresponding daily practice.
2. Create program policies and practices in compliance with state child care licensing codes, food program guidelines, and accreditation standards.
3. Plan for appropriate staffing, meals, equipment and materials and programing for specific age groups and settings.
4. Use a variety of strategies to maintain regular communication with families and provide opportunities for parent engagement and education.
5. Plan a balanced budget.
6. Identify methods for recruiting, hiring, evaluating, supervising, and supporting the professional development of program personnel.
7. Use tools to evaluate program effectiveness and identify areas of improvements.
8. Articulate effective application of the NAEYC Code of Ethics.

**Credits: 3**

**ECED& 160: Curriculum Development**

Investigate learning theory, program planning, and methods for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in young children birth through age 8 utilizing developmentally appropriate practice. STARS approved.

**Course Student Learning Outcomes**

1. Explain major early childhood curriculum theories and current trends in curriculum design for early learning environments.
2. Apply principles of developmentally, individually and culturally appropriate practice when designing, implementing and evaluating curriculum.
3. Evaluate integrated learning experiences supportive of children's development and learning incorporating national, state and local standards.
4. Design curriculum that supports children's language/communication, cognitive, social/emotional, fine/gross motor and creative development.
5. Design curriculum that is inclusive and represents the diversity of children and families.
6. Plan developmentally appropriate activities and schedules, which promote all children's growth and learning.
7. Observe, document and assess individual and group needs, interests and skills for the purpose of curriculum planning and on-going modifications of plans.

**Credits: 5**

**ECED& 170: Environments**

This class focuses on the adult's role in designing, evaluating, and improving indoor and outdoor environments that ensure quality learning, nurturing experiences, and optimize the development of young children. STARS approved.

**Course Student Learning Outcomes**

1. Design healthy, respectful, supportive, and challenging learning environments for children.
2. Identify strategies to achieve compliance with Washington Administrative Code and other state or federal regulations.
3. Create environments that promote growth in all developmental domains and academic disciplines.
4. Establish environments, routines, and schedules that promote children's age-appropriate, self-regulated behaviors.
5. Establish environments that promote the cultural diversity of children, families, and their communities.

**Credits: 3**

**ECED& 180: Language and Literacy Development**

Teaching strategies for language acquisition and literacy skill development are examined at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading. This class will include students from multiple sections. STARS approved.

**Course Student Learning Outcomes**

1. Explain the continuum of language acquisition and early literacy skills.
2. Develop evidence-based, appropriate environments and opportunities that support children's emergent language and literacy skills.
3. Describe strategies for responding to children who are culturally, linguistically, and ability diverse.
4. Develop ways to facilitate family and child interactions as primary contexts for heritage language and English development.
5. Analyze images of culture and individual abilities reflected in children's literature and other learning materials.
6. Utilize developmentally appropriate and culturally responsive assessment practices for documenting the growth of language and literacy skills.

**Credits: 3**

**ECED& 190: Observation and Assessment**

Collect and record observation and assessment data in order to plan for and support the child, the family, the group, and the community. Practice reflection techniques, summarizing conclusions, and communicating findings. STARS approved.

**Course Student Learning Outcomes**

1. Describe reasons for collecting observation and assessment data.
2. Identify indicators of growth, development, learning and social behaviors in all children.
3. Identify techniques for avoiding bias, judgments, and assumptions in observations.
4. Collect factual, descriptive data using a variety of assessment tools and strategies.
5. Document and analyze assessment data for use in planning curriculum for individual and groups of children.

**Credits: 3**

**ECED 147: Practicum II**

Participation with children and staff in an approved early childhood center. Practice applying guidance procedures, implementing curriculum, and working cooperatively with staff. Lab assignments, six hours per week; seminar, one hour per week. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Create and Maintain a Safe and Healthy Environment for Young Children.
2. Meet Each Child's Individual Needs and Plan for Group Needs.
3. Prepare and Evaluate the Learning Environment for Young Children.
4. Develop and Implement Curriculum Plans for Young Children.
5. Support the Child and Family.
6. Contribute to a Professional Team Environment.
7. Develop Personally and Professionally.

**Credits:** 5

**Prerequisites:**

2.0 or higher in ECED& 120 and ECED& 190. STARS approved.

**ECED 161: Math for Young Children**

Provides an overview of appropriate math concepts for preschool age children and techniques to facilitate young children's math learning. Course also provides techniques adults may use to eliminate math anxiety and improve their basic math skills. STARS approved.

**Course Student Learning Outcomes**

1. Develop skills that eliminate adult math anxiety.
2. Acquire knowledge about math concepts, which are appropriate for young children.
3. Develop age appropriate and developmentally appropriate math activities and experiences for young children.
4. Facilitate a math activity with a small group of young children.
5. Design an environment for young children, which promotes math.

**Credits:** 2

**ECED 201: Internship**

Individually designed field experience and seminar to work with children and/or adults (parents, staff, community) in schools, childcare, or human service agencies. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Develop personal goals for the quarter.
2. Develop objectives to meet personal goals.
3. Develop activities to accomplish objectives.

**Credits:** 1-3

**Prerequisites:**

15 credits of ECED. STARS approved.

**ECED 260: Practicum III**

Advanced practicum experience based on skill standards in a developmentally appropriate setting with qualified master teacher. Individualized opportunities for students to practice advanced teaching competencies and professional interactions with site staff and parents. This class will include students from multiple sections. STARS approved.

**Course Student Learning Outcomes**

1. Create and Maintain a Safe and Healthy Environment.
2. Meet Each Child's Individual Needs and Plan for Group Needs.
3. Prepare and Evaluate the Learning Environment.
4. Develop and Implement Curriculum.
5. Support the Child and Family.
6. Create and Maintain a Professional Team Environment.
7. Develop Personally and Professionally.

**Credits:** 5

**Prerequisites:**

Completion of ECED& 120 and ECED& 190 (or ECE101-103), ECED 146 and 147, and at least 30 credits in ECE courses. Grade of 2.0 or higher in ECED& 120, ECED& 190, ECED 146, and ECED 147.

# Economics

## **ECON& 201: Microeconomics**

Promotes use of critical thinking to explore an individual's relationship to the supply and demand of goods and services. Tools of economic analysis are used to investigate management of environmental systems. (SS)

### **Course Student Learning Outcomes**

1. Students will use graphs and equations to construct and apply the models of consumption possibilities to explain opportunity costs;
2. Students will use graphs and equations to explain the theory of utility as the foundation for the theory of demand, and explain how and why each demand coordinate represents a constrained maximum;
3. Students will use the theory of demand to identify and estimate own-price, cross-price, and income elasticity of demand, along with projected changes in expenditures;
4. Students will use graphs and equations to explain the theory of production and the theory of cost as the foundation of the theory of supply;
5. Students will use the duality theorem to explain the relationship between production and cost theory as the foundation for the theory of supply;
6. Students will use the theory of demand and supply to explain how idealized perfect competition can maximize economic welfare.
7. Students will apply theories of market structure to explain departures from the maximization of economic welfare under perfect competition.
8. Students will use other economic paradigms (e.g., Ecological Economics, Feminist, Institutional and Marxist) to explain economic outcomes;
9. Students will use critical thinking – the use of empirically grounded reason – to test claims about the impact of public policy on economic outcomes.

**Credits:** 5

### **Prerequisites:**

AMATH121 OR MATH 090/091 and ENGL&101.

## **ECON& 202: Macroeconomics**

Presents economic theories used as tools for critical thinking to show how the U.S. economy operates. Emphasis on causes and consequences of unemployment and inflation and how they affect the well-being of Americans. The use of government spending, taxation, and the monetary system to promote full employment and stable prices will be examined. Explores role of energy and natural resources in shaping our economic future. (SS)

### **Course Student Learning Outcomes**

1. Students will access and use primary data from the BEA and BLS to describe the business cycle using macroeconomic performance indicators.
2. Students will apply alternative theories (Classical, Marxist, Institutional, Keynesian and Monetarist) to explain the business cycle.
3. Students will use algebraic and graphical analysis to design and assess the impacts of fiscal and monetary policy.
4. Students will access primary data of macroeconomic performance from the BEA, BLS and Census to create spreadsheets and construct trendlines to evaluate the impacts of fiscal and monetary policy.
5. Students will describe the historical events shaping the evolution of economic society and theories describing macroeconomic outcomes.
6. Students will use critical thinking – the use of empirically grounded reason to understand phenomena of interest – to evaluate claims about the impact of fiscal and monetary policy on macroeconomic performance.

**Credits:** 5

### **Prerequisites:**

AMATH 121 or MATH 090/091 and ENGL&101.

**ECON 101: Introduction to Economics**

Introduction to fundamental economic concepts through contemporary social issues. Examine how societies deal with limited resources and social, cultural, and political responses to changing economic conditions. Recommended for those seeking a greater understanding of economics and contemporary issues. (SS)

**Course Student Learning Outcomes**

1. Students will use economic history to explain the evolution of economic institutions and their ideological legitimization of the distribution of welfare.
2. Students will use graphical models – consumption possibilities, production possibilities, demand and supply, aggregate demand and supply – to explain economic outcomes.
3. Students will explain, using economic models, how fiscal and monetary policy affect the business cycle.
4. Students will access primary data for macroeconomic performance from the BEA, BLS and Census to test propositions about economic outcomes as shaped by public policy.

**Credits:** 5

**Prerequisites:**

MATH 090/091 or AMATH 121 or concurrent enrollment; and eligibility for ENGL& 101.

## Education

**EDUC& 115: Child Development**

(Formerly EDUC& 114) Build a functional understanding of the foundation of child development from conception through early adolescence in all domains of development as seen through various developmental theories. The impact of culture, race, gender identity, socioeconomic status, family status, and exceptionalities on overall development will be examined as well as current research regarding brain development. Methods of observing and documenting developmental growth will be examined. STARS approved.

**Course Student Learning Outcomes**

1. Discuss prominent child development research and theories guiding parenting and caregiver's practices.
2. Describe the developmental sequence from conception through early adolescence in all domains.
3. Analyze critical stages of brain development as influencers of child development.
4. Examine techniques to conduct and document observations of children as a means to assess and communicate growth and development.
5. Explain individual differences in development.
6. Identify how family, caregivers, teachers, community, culture, and trauma influence development.
7. Outline community resources to support children's and families' development.

**Credits:** 5

**EDUC& 130: Guiding Behavior**

Examine the principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences. STARS approved.

**Course Student Learning Outcomes**

1. Identify developmentally appropriate individual and group behaviors of children.
2. Compare at least three approaches to guiding behavior.
3. Recognize positive, respectful, culturally responsive approaches to guidance.
4. Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function.
5. Articulate strategies to promote social/emotional competence and positive sense of self.

**Credits:** 3

**EDUC& 150: Child, Family, and Community**

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Evaluate and describe the cultural influences, social issues, changes and transitions that affect children, families, schools and communities.
2. Examine the concept of family, school, peers, media and community as socialization agents.
3. Analyze strategies that empower families to establish and maintain collaborative relationships to support the growth and development of children.
4. Identify how one's own family history and life experiences may impact relationships with children and families.
5. Identify community services and agencies that support the needs of children and families and establish resource and referral systems for parents and educators.

**Credits:** 3

**EDUC& 203: Exceptional Child**

An introductory course in understanding educational programs, and state and federal laws regarding the education of children with special needs. An overview of current issues, trends, and resources affecting services and programs for children with special needs. (E)

**Course Student Learning Outcomes**

1. Explain the history and current legislation regarding education of young children with disabilities.
2. Describe major categories and characteristics of developmental delays.
3. Demonstrate a working knowledge of educational models for children with special needs.
4. Demonstrate an understanding of how a child with special needs impacts a family.
5. Outline the process of Child Find, assessment, placement, and program planning.

**Credits:** 3

**Prerequisites:**

EDUC& 114 or 115 or permission of instructor/advisor. STARS approved.

**EDUC 206: Issues of Child Abuse and Neglect**

Insights into child abuse and neglect within a family system. Identify types of abuse and signs and symptoms of victims. Mandated reporting requirements consistent with WAC 180-78-165 for educators, caregivers, and youth workers. STARS approved.

**Course Student Learning Outcomes**

1. Define the legal definition of abuse and neglect and explain the state statutes regarding responsibilities in reporting.
2. Recognize signs of abuse and neglect and describe ways to work effectively with children who have experienced maltreatment.
3. Identify characteristics of a potential abuser and list behaviors which might be indicators of maltreatment.
4. Describe the mandated reporter's role in reporting suspected abuse and neglect.
5. Describe the steps in reporting suspected maltreatment.
6. Explain and discuss factors that could lead to child abuse and neglect and how to prevent it.
7. Research local community resources that support people who have experienced maltreatment.

**Credits:** 2

**EDUC 240: Advancing Equity in Education**

Explore fundamental principles of fairness and justice, and work to eliminate structural inequalities that limit equitable learning opportunities. Examine teaching practices that use inclusive teaching approaches, demonstrate respect for diversity and value all children's strengths. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Explain how one's own biases (implicit and explicit) may contribute to interactions and messages being sent to children and families.
2. Describe the developmental, cultural, and linguistic appropriateness of the learning environment and teaching practices.
3. Explain the importance of developing culturally responsive partnerships with families.
4. Embed fair and equitable approaches in all aspects of early childhood program delivery, including standards, assessments, curriculum, and personnel practices.

**Credits:** 3

# English

## **ENGL& 101: English Composition I**

Active reading, effective writing, and critical thinking, using subjective and objective approaches. Introduction to research techniques. This class will include students from multiple sections. (CC)

### **Course Student Learning Outcomes**

1. Demonstrate an ability to follow the writing process of prewriting, drafting, revising, and editing.
2. Compose thesis-centered, well-organized essays that use correct grammar and mechanics with purpose, style, and voice.
3. Discuss an author's main point and supporting details in professional essays, assigned readings, and classmates' essays.
4. Recognize and avoid plagiarism, using proper citation format.
5. Apply self-assessment to evaluate knowledge and skills in reading, writing, and research.
6. Demonstrate good listening skills, and discuss different viewpoints.

**Credits:** 5

### **Prerequisites:**

Score of 92 or more on Accuplacer placement test, or passing ENGL 090, 091, or 092.

## **ENGL& 102: Composition II**

Reading and writing using analytical and critical approaches. One or more research papers. Builds on concepts introduced in ENGL& 101. This class will include students from multiple sections. (CC)

### **Course Student Learning Outcomes**

1. Demonstrate an ability to follow the writing process of prewriting, drafting, revising, editing.
2. Compose thesis-centered, well-organized essays that use correct grammar and mechanics with purpose, style, and voice.
3. Demonstrate an ability to research academic sources and apply quotes and information from reliable sources to writing assignments.
4. Demonstrate an ability to recognize plagiarism and apply proper citation format for secondary sources.
5. Discuss an author's main point and supporting details in professional essays, assigned readings, and classmates' essays.
6. Evaluate stylistic choices, rhetorical strategies, logical explanations, and supporting evidence in professional essays, assigned readings, and classmates' essays.
7. Apply self-assessment to evaluate knowledge and skills in reading, writing, and research.
8. Demonstrate good listening skills and tolerate different viewpoints.

**Credits:** 5

### **Prerequisites:**

2.0 or better in ENGL& 101.



**ENGL& 111: Introduction to Literature**

Study of the major genres of multicultural literature, including fiction, poetry, and drama. Focus on understanding key concepts to increase appreciation and knowledge. (H)

**Course Student Learning Outcomes**

1. Writing Competency: Plan, draft, revise, and complete written compositions which express complex ideas and pose challenging questions, exhibiting clarity, coherence, completeness, correctness, and creativity.
2. Reading Competency: Read a variety of texts, applying skills of comprehension, imagination, and analysis.
3. Critical Thinking: Identify and troubleshoot problems; collect and apply data, recognize that values and perspectives influence thinking.
4. Information Competency: Locate, retrieve, analyze, synthesize, evaluate, and integrate information.
5. Personal Competency: Accept responsibility for one's own learning.
6. Interpersonal Competency: Listen actively, work cooperatively and productively with others, and make useful contributions in large and small group discussions.

**Credits: 5**

**ENGL& 112: Introduction to Fiction**

Discover successful ways of exploring fiction. Study of form and structure, as well as major novelists and short-story writers, past and modern. (H)

**Course Student Learning Outcomes**

1. Analyze one's own values, identity, and connections to community.
2. Analyze literary texts from thematic, cultural, and stylistic perspectives.
3. Explain observations and interpretation of literary texts.
4. Evaluate reactions to literary texts.
5. Interpret information from literary texts, incorporate that information into essays, and document sources correctly.
6. Demonstrate collaborative learning.

**Credits: 5**

**ENGL& 113: Introduction to Poetry**

Approach poetry successfully. Study of poetic form and structure, as well as major poets and poems, past and present, American and worldwide. (H)

**Course Student Learning Outcomes**

1. Analyze one's sense of self and purpose in life;
2. Analyze one's own values and how family and community influence them;
3. Compare and contrast one's identity with people from other cultures.
4. Read actively and analytically about other individuals' and other cultures' values, practices, behaviors, norms, and expectations;
5. Compare to one's own values, practices, etc.;
6. Engage with the complexity of the literature by thinking creatively and logically about what the author is communicating and how it relates to one's own beliefs and experiences.
7. Discuss personal and cultural differences with classmates;
8. Acknowledge and tolerate different viewpoints;
9. Evaluate and challenge assumptions and conclusions—both one's own and others.
10. Explore, discover, and express ideas about literature and the human condition;
11. Write essays controlled by a thesis and supported with specific examples from the texts;
12. Write in complete, varied sentences and unified, coherent, and developed paragraphs;
13. Avoid and correct errors in grammar, punctuation, mechanics, and usage. Question, explore, and share ideas, values, and beliefs;
14. Reduce anxiety and timidity in expressing opinions in a group setting;
15. Acknowledge the needs and expectations of others. Find and retrieve information from literary texts, incorporating that information into essays and class discussion;
16. Document sources according to MLA in-text citation format.

**Credits: 5**

**ENGL& 114: Introduction to Drama**

Helps to understand and experience a diversity of dramatic literature, from the Greeks through the Renaissance to modern and contemporary playwrights. (H)

**Course Student Learning Outcomes**

1. Analyze one's own values, identity, and connections to community.
2. Analyze literary texts from thematic, cultural, and stylistic perspectives.
3. Explain observations and interpretation of how plays are performed.
4. Evaluate audience reactions to plays.
5. Interpret information from literary texts, incorporate that information into essays, and document sources correctly.
6. Demonstrate collaborative learning.

**Credits:** 5

**ENGL& 220: Introduction to Shakespeare**

General introduction to the works of Shakespeare, emphasizing the plays: tragedies, comedies, histories, and romances. Approaches Shakespeare both as poetry and as drama, concerning itself with language and with staging. (H)

**Course Student Learning Outcomes**

1. Describe theatre and stagecraft in Shakespeare's day.
2. Describe political, social, and cultural milieu in which Shakespeare wrote his plays.
3. React verbally and in writing to a given play, noting themes and motifs.
4. Explain verbally and in writing the complexities of Shakespeare's English, noting his own stylistic moves as well as the poetic content of the dialogue, e.g., connotation, images, figures of speech, irony, symbolism, rhyme, and rhythm.
5. Write a paper which defends a given literary thesis with reasons and textual examples.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 226: British Literature I**

Survey of British literature from diverse periods. Selections will vary by quarter but will include classic and influential texts. (H)

**Course Student Learning Outcomes**

1. Read literature with insight
2. Formulate verbal responses to literature
3. Acquire knowledge about major British authors and their works
4. Acquire a sense of how English developed as a language
5. Hone research skills
6. Increased pleasure from reading literature
7. Increased appreciation for all the arts
8. Increased knowledge of self and world
9. Increased wisdom
10. Increased sensitivity to diversity and other people

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission from instructor.

**ENGL& 227: British Literature II**

Theme-based study of selected masterpieces of British literature in context. (H)

**Course Student Learning Outcomes**

1. Read literature with insight
2. Formulate verbal responses to literature
3. Acquire knowledge about major British authors and their works
4. Acquire a sense of how English developed as a language
5. Hone research skills
6. Increased pleasure from reading literature
7. Increased appreciation for all the arts
8. Increased knowledge of self and world
9. Increased wisdom
10. Increased sensitivity to diversity and other people

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 235: Technical Writing**

Develop professional skills in research, design, and communication of technical information. Emphasis on audience analysis, clear and effective writing style, and use of visual elements. Composition of documents in a variety of professional formats such as memos, proposals, progress reports, completion reports, lab reports, and instruction manuals. (Formerly ENGL 150). (E)

**Course Student Learning Outcomes**

1. Use accepted professional formats and conventions to write documents
2. Produce a research project appropriate to the student's major and/or career interests
3. Design a research strategy to solve a specific problem
4. Propose a clearly reasoned, convincingly supported solution to a specific problem
5. Conduct primary and secondary research, assessing effectiveness and validity of information sources
6. Paraphrase, summarize, and quote information from sources, using correct citations
7. Design visually effective documents and presentations
8. Revise and edit documents with peer exchange to improve clarity, economy, and rhetorical effectiveness

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 236: Creative Writing I**

Beginning writing in fiction and poetry, other modes by request. Workshop approach, with discussion of work by class members and instructor. Reading of contemporary fiction, poetry, and theory. (H)

**Course Student Learning Outcomes**

1. Demonstrate an understanding of the elements of fiction/poetry/drama.
2. Generate and revise a portfolio of 15-30 pages of poetry, fiction, creative non-fiction, drama, and/or other genres.
3. Analyze creative writing by professional writers and identify the elements of fiction and poetry therein.
4. Demonstrate an ability to objectively analyze and critique peer writing.
5. Utilize appropriate vocabulary/terminology in regard to analysis of professional and student writing.
6. Demonstrate an ability to revise works in response to workshop feedback and personal choice.
7. Demonstrate some awareness of cultural and historical context as they apply to interpreting works of poetry/fiction/drama.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 237: Creative Writing II**

Advanced creative writing using workshop approach. Genres offered vary by quarter and instructor. (E)

**Course Student Learning Outcomes**

1. Compose beginning works in poetry, fiction, creative non-fiction, drama, and/or other genres.
2. Demonstrate an ability to participate in workshops by giving and received substantive feedback.
3. Demonstrate an ability to revise works in response to workshop feedback and personal choice.
4. Construct a portfolio of 15-30 pages of polished work.
5. Analyze creative work by professional writers.
6. Demonstrate good listening skills and tolerate different viewpoints.

**Credits:** 5

**Prerequisites:**

ENGL& 236 or permission of instructor.

**ENGL& 244: American Literature I**

Survey of classic works as well as new voices from the beginning of American literature to the present. (H)

**Course Student Learning Outcomes**

1. Read actively and analytically about individuals' and cultures' values, practices, behaviors, and expectations.
2. Engage with the complexity of literature by thinking creatively and logically about what an author is communicating and how it relates to one's own beliefs and experiences.
3. Analyze one's own values and how family, community, place, and nation influence them; consider one's identity in relation to people from varying backgrounds, cultures, and communities.
4. Acknowledge different viewpoints and evaluate and challenge assumptions and conclusions-both one's own and others.
5. Write pieces controlled by a central argument that are well-edited and supported with specific examples from the texts.
6. Reduce fears and timidity in expressing opinions in a group setting, acknowledge the needs and expectations of others, and reflect on the impact one's participation has on a group setting and discussion.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 245: American Literature II**

Theme-based study of selected masterpieces of American literature in context. (H)

**Course Student Learning Outcomes**

1. Read works of American literature that connect through a specific theme.
2. Analyze and discuss works of American literature in relation to major historical events.
3. Explain the cultural and political contexts for works of American literature.
4. Demonstrate effectively, in writing, knowledge and understanding of assigned readings and the theme that connects them.
5. Demonstrate ability to effectively conduct research related to course readings and themes.
6. Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL& 254: World Literature I**

Survey of world literature from diverse cultures and periods, including historical contexts. Selections will vary by quarter but will include translations from African, Eastern, Latin, and Western literatures. (H)

**Course Student Learning Outcomes**

1. Analyze and discuss works of world literature in relation to major historical events.
2. Discuss a variety of literary genres: fiction, poetry, and plays, as well as academic writing: articles and books about literature.
3. Explain the cultural and political contexts of given works of world literature.
4. Demonstrate effectively, in writing, knowledge of assigned readings.
5. Demonstrate ability to effectively research readings and themes for the purpose of writing about literature.
6. Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or instructor permission.

**ENGL& 255: World Literature II**

Theme-based study of selected masterpieces of African, Asian, European, and American literature in context. (H)

**Course Student Learning Outcomes**

1. Read works of world literature that connect through a specific theme.
2. Analyze and discuss works of world literature in relation to major historical events.
3. Explain the cultural and political contexts for works of world literature.
4. Demonstrate effectively, in writing, knowledge and understanding of assigned readings and the theme that connects them.
5. Demonstrate ability to effectively conduct research related to course readings and themes.
6. Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

**Credits:** 5

**Prerequisites:**

ENGL& 101 or permission of instructor.

**ENGL 54: Reading II**

Practice of basic comprehension and critical thinking skills. Classroom or lab format. Includes use of computer software.

**Course Student Learning Outcomes**

1. recognize main ideas
2. identify key supporting details
3. classify relationships through transitions
4. summarize and outline
5. distinguish fact from opinion
6. draw inferences
7. deduce purpose and tone
8. evaluate arguments

**Credits:** 3

**ENGL 57: Reading III**

Practice of basic comprehension and critical thinking skills. Classroom or lab format. Includes use of computer software.

**Course Student Learning Outcomes**

1. recognize main ideas
2. identify key supporting details
3. classify relationships through transitions
4. summarize and outline
5. distinguish fact from opinion
6. draw inferences
7. deduce purpose and tone
8. evaluate arguments

**Credits:** 3

**ENGL 90/91/92: Fundamentals of English**

Review of sentence structure, grammar, usage, and punctuation. Introduction to essay writing. Placement based on Accuplacer score. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Prewrite, draft, and revise paragraphs and short essays controlled by topic sentences or thesis statements and supported by evidence.
2. Reduce errors in grammar and mechanics and use a variety of sentence structures.
3. Identify main ideas, supporting evidence, patterns of exposition, and transitions in assigned readings and classmates' essays.
4. Develop and apply vocabulary building skills.
5. Recognize and avoid plagiarism and demonstrate an awareness of academic documentation including MLA and APA.
6. Evaluate and use resources that are authoritative, accurate, unbiased, and current.
7. Accept personal academic responsibility including class attendance, class participation, and prompt and thorough completion of assignments.
8. Use tools of self-assessment to evaluate knowledge and skills in course outcomes.
9. Demonstrate good listening skills, acknowledge different viewpoints, and respect the need to examine cultural diversity.
10. Practice expressing opinions in a group setting.

**Credits:** 5

## **ENGL 180: Tidepools: Exploring Literature and the Arts I**

Students will learn the elements of art and apply them to critiques of art works submitted to Tidepools art and literature magazine. Students will also learn the elements of fiction and poetry, and use them to critique creative writing submissions. Students will gain editing skills and practice communication skills while selecting, editing, and preparing art and creative writing for publication. Students will learn ethical, historical, and philosophical aspects of editing while serving as editors and will create and release a print magazine along with promotional materials, and will author and edit press releases, posters, and advertisements. This class may include students from multiple sections. (H)

### **Course Student Learning Outcomes**

The Elements of Art: 1) Identify and apply the elements and principles of art in two-dimensional and three-dimensional artwork. two-dimensional and three-dimensional artwork.

The Elements of Art: 2) Participate in critiques, explore aesthetics, and apply elements of art to material under consideration.

The Elements of Literature: 1) Identify and apply the elements of Fiction and Poetry.

The Elements of Literature: 2) Participate in critiques, explore literary conventions, and apply elements of fiction and poetry to editorial decision making.

Constructive Feedback: Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.

Interpersonal Skills: 1) Design and edit an art and literature magazine as a member of a team.

Interpersonal Skills: 2) Make presentations and participate in group decision making.

Interpersonal Skills: 3) Apply written and verbal communication skills to a variety of tasks.

Community Outreach: Build new and maintain existing relationships between the campus community and the community at large.

Editing: 1) Generate, revise, and edit group authored documents: advertisements, press releases, letters, etc.

Editing: 2) Compare roles involved in editing: selection of material, line editing, editorial decision making, creative decision making, consideration of space, cost, circulation, etc.

Hands-on Learning: Gain experience that can be used on your resume to further your experience toward gainful employment or future creative opportunities.

**Credits: 5**

## **ENGL 181: Tidepools: Exploring Literature and the Arts II**

Students will learn the elements of art and apply them to critiques of art works submitted to Tidepools art and literature magazine. Students will also learn the elements of fiction and poetry, and use them to critique creative writing submissions. Students will gain editing skills and practice communication skills while selecting, editing, and preparing art and creative writing for publication. Students will learn ethical, historical, and philosophical aspects of editing while serving as editors and will create and release a print magazine along with promotional materials, and will author and edit press releases, posters, and advertisements. This class may include students from multiple sections. (H)

### **Course Student Learning Outcomes**

The Elements of Art: 1) Identify and apply the elements and principles of art in two-dimensional and three-dimensional artwork. two-dimensional and three-dimensional artwork.

The Elements of Art: 2) Participate in critiques, explore aesthetics, and apply elements of art to material under consideration.

The Elements of Literature: 1) Identify and apply the elements of Fiction and Poetry.

The Elements of Literature: 2) Participate in critiques, explore literary conventions, and apply elements of fiction and poetry to editorial decision making.

Constructive Feedback: Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.

Interpersonal Skills: 1) Design and edit an art and literature magazine as a member of a team.

Interpersonal Skills: 2) Make presentations and participate in group decision making.

Interpersonal Skills: 3) Apply written and verbal communication skills to a variety of tasks.

Community Outreach: Build new and maintain existing relationships between the campus community and the community at large.

Editing: 1) Generate, revise, and edit group authored documents: advertisements, press releases, letters, etc.

Editing: 2) Compare roles involved in editing: selection of material, line editing, editorial decision making, creative decision making, consideration of space, cost, circulation, etc.

Hands-on Learning: Gain experience that can be used on your resume to further your experience toward gainful employment or future creative opportunities.

**Credits: 5**

### **ENGL 182: Tidepools: Exploring Literature and the Arts III**

Students will learn the elements of art and apply them to critiques of art works submitted to Tidepools art and literature magazine. Students will also learn the elements of fiction and poetry, and use them to critique creative writing submissions. Students will gain editing skills and practice communication skills while selecting, editing, and preparing art and creative writing for publication. Students will learn ethical, historical, and philosophical aspects of editing while serving as editors and will create and release a print magazine along with promotional materials, and will author and edit press releases, posters, and advertisements. This class may include students from multiple sections. (H)

#### **Course Student Learning Outcomes**

The Elements of Art: 1) Identify and apply the elements and principles of art in two-dimensional and three-dimensional artwork. two-dimensional and three-dimensional artwork.

The Elements of Art: 2) Participate in critiques, explore aesthetics, and apply elements of art to material under consideration.

The Elements of Literature: 1) Identify and apply the elements of Fiction and Poetry.

The Elements of Literature: 2) Participate in critiques, explore literary conventions, and apply elements of fiction and poetry to editorial decision making.

Constructive Feedback: Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.

Interpersonal Skills: 1) Design and edit an art and literature magazine as a member of a team.

Interpersonal Skills: 2) Make presentations and participate in group decision making.

Interpersonal Skills: 3) Apply written and verbal communication skills to a variety of tasks.

Community Outreach: Build new and maintain existing relationships between the campus community and the community at large.

Editing: 1) Generate, revise, and edit group authored documents: advertisements, press releases, letters, etc.

Editing: 2) Compare roles involved in editing: selection of material, line editing, editorial decision making, creative decision making, consideration of space, cost, circulation, etc.

Hands-on Learning: Gain experience that can be used on your resume to further your experience toward gainful employment or future creative opportunities.

**Credits: 5**

### **ENGL 240: Children's Literature**

An examination of the variety and diversity of literature that forms a part of the imaginative experience of children and adolescents, as well as a part of a larger literary heritage, viewed in the light of their social, psychological, political, and moral implications. Exploration of book format, major genres, and works by notable authors and illustrators. (H)

#### **Course Student Learning Outcomes**

1. List criteria for excellence in children's books in general and by specific types.
2. Evaluate children's books based on criteria of experts in field.
3. Identify some of the best authors and illustrators of children's books.
4. Discuss and evaluate multiple genres of children's books.
5. Analyze the value of a lifelong enjoyment of children's books.
6. Discuss how presenting books to children may impact their learning, creativity, and social skills.

**Credits: 5**

#### **Prerequisites:**

ENGL& 101 or permission of instructor.

### **ENGL 250: Intercultural Literature**

An examination of literary works from a variety of cultural perspectives. Contemporary texts and local guest speakers from different cultures increase students' awareness and understanding of the values, beliefs, stories, interests, and experiences of those cultures. Students define their own cultural identity and participate in service learning. (H)

#### **Course Student Learning Outcomes**

1. Analyze issues from a variety of different cultural perspectives and compare content of readings to our own time and lives.
2. Evaluate assumptions and support opinions with evidence, details, and examples.
3. Analyze literary texts from thematic, cultural, and stylistic perspectives.
4. Interpret information from literary texts, incorporate that information into essays, and document sources correctly.
5. Demonstrate collaborative learning.

**Credits: 5**

#### **Prerequisites:**

ENGL& 101.



**ENGL 265: Special Topics in English**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Explain what they learned in the 101 or 102 course they completed
2. Supply several sample essays that satisfy either ENGL& 101 or ENGL& 102 competencies,
3. If their sample essays demonstrate the competencies, they get the credit; if not, then they need to write a new essay that meeting the outcomes below
4. Demonstrate an ability to follow the writing process of prewriting, drafting, revising, and editing.
5. Demonstrate an ability to compose thesis-centered, well-organized essays that use correct grammar and mechanics with purpose, style, and voice.
6. Demonstrate an ability to research academic sources and apply quotes and information from reliable sources to writing assignments.
7. Demonstrate an ability to recognize plagiarism and apply proper citation format for secondary sources.
8. Apply self-assessment to evaluate knowledge and skills in reading, writing, and research.
9. Demonstrate good listening skills, and discuss different viewpoints.

**Credits:** 1-3

**ENGL 290: Special Topics in Literature**

Directed research is an in-depth learning opportunity offered to students where their abilities and interests indicate they would benefit from a highly focused task under the direction of an individual faculty member. The student is responsible for finding a sponsoring faculty member. (E)

**Course Student Learning Outcomes**

1. Write and revise poetry, fiction and/or creative nonfiction, using suggestions given by teacher and peers.
2. Research and find possible markets for publication of material; submit material in a professional manner and on a regular basis. Maximize opportunities to publish.
3. Develop and execute a reading plan in appropriate genres.
4. Build a writing group which gives support to individuals.

**Credits:** 1-5

**Prerequisites:**

All arrangements must be made with the instructor prior to enrollment.

**ENGL 325: Professional and Organization Communications**

Business writing course required for students seeking the four-year Bachelor of Applied Science, Applied Management (BAS) Degree. Production of business documents, including reports, proposals, letters, memos, essays, emails, and performance evaluations. Group projects and oral presentations. Review of business writing style, paragraphing, grammar, and document formatting.

**Course Student Learning Outcomes**

1. Analyze rhetorical choices made by authors of actual business documents.
2. Compose a variety of business documents meant for different audiences.
3. Compose business documents that use clear, concise, unified, coherent, well-developed, grammatical prose.
4. Apply ethics to the composition of business documents.
5. Demonstrate an ability to do research on business management topics and apply that research to documents with proper source citation.
6. Apply consistent formatting and creative visual design elements to business documents.
7. Demonstrate an ability to collaborate with peers.

**Credits:** 5

# Entrepreneurship

## **ENT 205: Entrepreneurship**

This course introduces future entrepreneurs to key opportunities in the energy and innovation market place. Students will learn effective techniques to assess market opportunities, align with a market segment and develop a business model canvas that results in competitive advantage for a startup business venture. The business entrepreneurship instruction also includes an overview of energy revenue streams, concepts of supply and demand, pricing and marketing, federal regulatory and localized rate case impacts and the changing role of customers in the energy economy.

### **Course Student Learning Outcomes**

1. Assess the upside and downside of business opportunities for an innovation Enterprise or Venture.
2. Conduct an economic analysis of an Innovation Enterprise or venture to determine alignment with associated Economy revenue streams, funding sources, and impacts of the changing roles of customers.
3. Develop and present a business model canvas that provides a platform for competitive advantage and return on investment (ROI) to a start-up energy enterprise or business venture.

**Credits: 5**

## **ENT 208: Right Path to Business**

This course provides a hands-on opportunity to understand what it takes to launch and operate a successful business. Students learn to use self-assessment tools to determine the ability of the business to make money, how much money will be needed to launch the business, and where to find it.

### **Course Student Learning Outcomes**

1. Develop a mission statement.
2. Evaluate the ideal customer for a specific business.
3. Evaluate the main competitors: distinguish what they do well and what they do poorly.
4. Develop competitive advantages for a specific business.
5. Create a simple profit and loss projection.
6. Formulate the breakeven point.
7. Evaluate the two primary sources of financing.

**Credits: 1**

# Environmental Science

## **ENVS& 100: Survey of Environmental Science**

Scientific approach to understanding nature and scope of contemporary problems in our environment. This class will include students from multiple sections. (NS)

### **Course Student Learning Outcomes**

1. Use basic principles from biological, physical, and social sciences to explain the nature, causes, and consequences of environmental problems.
2. Use critical thinking and quantitative reasoning to analyze environmental problems.
3. Support a perspective on environmental problems using science, evidence and reason.

**Credits: 5**

### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

## **ENVS& 101: Introduction to Environmental Science**

An interdisciplinary science course for both non-science majors and science students. Topics include the practice of environmental science, ecological principles, demographics, forest and wildlife resources, energy, planning, climate change, and pollution. Underlying scientific principles and practices, including the exploration and presentation of scientific uncertainty, are identified and related to societal issues. (NS)

### **Course Student Learning Outcomes**

1. Describe the process of science as it is practiced by professional scientists;
2. Describe the key tenets of the science of ecology;
3. Describe current major environmental issues;
4. Define the scientific concept of risk and its role in environmental issues; apply scientific approaches, methods, and lab skills to explore environmental issues in greater depth;
5. Apply knowledge of ecology, risk, and the practice of science to critically evaluate environmental issues, particularly in the interplay between science and politics; and
6. Use scientific problem solving skills in novel ways, and share subsequent information through written and oral communication.

**Credits: 5**

### **Prerequisites:**

MATH 098/099 and placement into ENGL& 101.

**ENVS 160: Principles of Environmental Sustainability**

Explores past and present contributions from major events and leaders to the sustainability movement. It combines the basic ways natural systems work with an understanding of economics, social equity, and ecology, followed by a critical analysis of the societal value and environmental impact of trends in sustainability. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Explain the history of sustainability as a concept, practice, and movement including past and present contributions from major events and leaders.
2. Analyze the principles of ecology with a particular focus on how local, national and global environmental issues affect, and are affected by, people in diverse regions around the world.
3. Examine the environmental challenges around water, food, biodiversity, ecosystems, population, urbanization, energy, climate change, and consumption.
4. Recognize the relationships among poverty, inequality and security within environmental justice.
5. Evaluate diverse conceptual and practical approaches to sustainability and identify multiple tools and strategies to promote sustainability initiatives.
6. Engage in activities that help students reflect on and connect to one's own history and story through memories, emotions, and personal experiences grounded in nature and place.
7. Examine one's own attitudes, values, and choices while articulating a hope-based personal vision to positively impact one's community through action and change.

**Credits:** 5

**Prerequisites:**

Eligibility for ENGL& 101 and MATH 90.

**ENVS 260: Topics in Environmental Science**

Provides opportunity to explore a wide variety of specialized topics in environmental science. Courses offered by topic. Participants may take more than one topic for credit, provided additional credits are taken in different topics. (E)

**Course Student Learning Outcomes**

1. Identify structures associated with stand succession.
2. Discussions, field summaries, final examination.
3. Analyze forests using structure, composition and function.
4. Discussions, field summaries, final examination
5. Measure forest attributes (structures and composition) correlating to stage of forest succession.
6. Discussions, field summaries, final examination
7. Identify and explain social, economic and ecological aspects of forest policy.
8. Discussions, field summaries, final examination

**Credits:** 1-5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

**ENVS 290: Research Topics in Environmental Science**

Students serve as active members on research teams working to advance knowledge in environmental science. Depending upon the project, students will participate in hypothesis formation, experimental design, data collection, analysis, and determination of conclusions. (E)

**Course Student Learning Outcomes**

1. Use the scientific method to advance the state of knowledge, delineate avenues and apply that method to derive conclusions, and develop assessment methods for evaluation.

**Credits:** 1-5

**Prerequisites:**

Prerequisites determined by instructor.

# Family Life Education

## **FLE 151-153: Parenting Skills**

For parents who have a child enrolled in an early childhood cooperative laboratory program. Develops and/ or enhances positive parenting skills. Parent seminars, observation, and participation in children's program. Fall, Winter, Spring sequence.

### **Course Student Learning Outcomes**

#### **A: Parenting Skills**

Parents who attend classes will improve their parenting skills and increase their knowledge in the following areas:

1. How children grow and develop.
2. Making healthy and age appropriate choices for their children.
3. Handling day-to-day challenges of raising children.
4. Helping children learn.
5. Coping with stress in their own lives, self-care and stress management.
6. Positive interaction with co-parents and parents of other children.
7. Awareness of community information, programs and resources that are available.
8. Satisfaction in their parenting experiences.
9. Using positive discipline appropriately with children.

#### **B and C: Kaleidoscope Play and Learn**

Parents and caregivers learn about:

1. Activities they can do at home to support children's learning.
2. Turning everyday activities- such as grocery shopping, cooking, and bath time- into early learning opportunities.
3. Child development from birth to five.
4. Skills children are expected to have by Kindergarten.
5. Community programs and services available to help them raise healthy children.
6. Building connections and friendships and how these lead to feeling support in the parental role.

**Credits: 1**

## **FLE 155-157: Parent Co-Op Leadership**

Participate in planning activities and events that support and enhance programs for children, parents, and staff. Includes problem solving, collaborative processes, business management, group organization, and communication. Fall, Winter, Spring sequence.

### **Course Student Learning Outcomes**

#### **FLE 155:**

1. Recognize communication patterns that promote or hinder group climate and productivity.
2. Observe and recognize skills of decision making and problem solving.
3. Demonstrate effective participation in group organization and leadership
  - Recognize and demonstrate the responsibilities, including ethical responsibilities, of the individual leadership roles.

#### **FLE 156:**

1. Demonstrate skills to build community and commitment within the group.
  - Recognize and demonstrate skills to separate issues from personalities in group conflicts.
2. Demonstrate skills of decision making and problem solving.
3. Recognize how different values impact personal relationships.
4. Listen actively and respond appropriately to different audiences.
5. Present one's personal point of view clearly and respectfully.

#### **FLE 157:**

1. Recognize how gender and ethnic/cultural values impact communication and personal relationships.
2. Demonstrate the ability to work cooperatively and collaboratively with others.
3. Demonstrate effective participation in group organization and leadership.
  - Perform the responsibilities of the executive board position.
  - Market the program, hire personnel, and carry out responsible financial decisions to enable the group to remain fiscally sound.
4. Advocate for and support appropriate environments for the physical, social/emotional, and cognitive development of children.
5. Recognize and advocate for parent involvement in the best interest of children.
6. Access and advocate for community resources and programs that serve the needs of children.

7. Evaluate and support the cooperative program and parents' participation to continue providing a quality program.

**Credits:** 1

### **FLE 161-163: Family Programs**

Parents and children from birth to age eight meet in a child development laboratory. Developmentally appropriate activities are planned for children and combined with parent participation and parent education discussions. Fall, Winter, Spring sequence.

#### **Course Student Learning Outcomes**

##### **FLE 161:**

1. Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
2. Observe typical age levels and sequences of growth and behavior in developing children.
3. Recognize the importance of the parent's role as their child's teacher.
4. Understand developmentally appropriate early childhood education principles.
5. Plan, prepare, and present a nutritious snack for the children.
6. Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
7. Recognize communication patterns that promote or hinder group climate and productivity.
8. Work cooperatively with others to solve problems and complete tasks.

##### **FLE 162:**

1. Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
2. Discuss and identify developmentally appropriate environments for children that encourage learning through active exploration and self-discovery.
3. Use positive age appropriate guidance techniques when assisting the teacher and parents in the classroom.
4. Recognize and eliminate bias, and promote diversity and inclusion in the children's environment.
5. Recognize one's role in personal relationships.
6. Demonstrate active listening and appropriate responses to different audiences.

##### **FLE 163:**

1. Plan and present age appropriate activities to meet the developmental needs of young children.
2. Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
3. Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.

4. Identify community resources, activities and services that provide education, support, protection and services for families.
5. Access, use, and evaluate the credibility of information about child development and guidance.
6. Present one's point of view clearly and respectfully.
7. Recognize how gender and ethnic/cultural values impact personal relationships.
8. Evaluate and support the co-op program and parents' participation to continue providing a quality program.

**Credits: 1**

### **FLE 171-173: Toddler-Parent Co-Op**

For parents with one to three year old children concurrently enrolled in a toddler child study laboratory. Combines parent observation and participation assignments in children's program. Parent seminars focus on child development, parenting, and family relationship issues. Fall, Winter, Spring sequence.

#### **Course Student Learning Outcomes**

##### **FLE 171:**

1. Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
2. Observe typical age levels and sequences of growth and behavior in developing children.
3. Recognize the importance of the parent's role as their child's teacher.
4. Understand developmentally appropriate early childhood education principles.
5. Plan, prepare, and present a nutritious snack for the children.
6. Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
7. Recognize communication patterns that promote or hinder group climate and productivity.
8. Work cooperatively with others to solve problems and complete tasks.

##### **FLE 172:**

1. Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
2. Discuss and identify developmentally appropriate environments for children that encourage learning through active exploration and self-discovery.
3. Use positive age appropriate guidance techniques when assisting the teacher and parents in the classroom.
4. Recognize and eliminate bias, and promote diversity and inclusion in the children's environment.
5. Recognize one's role in personal relationships.
6. Demonstrate active listening and appropriate responses to different audiences.

##### **FLE 173:**

1. Plan and present age appropriate activities to meet the developmental needs of young children.
2. Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
3. Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.

4. Identify community resources, activities and services that provide education, support, protection and services for families.
5. Access, use, and evaluate the credibility of information about child development and guidance.
6. Present one's point of view clearly and respectfully.
7. Recognize how gender and ethnic/cultural values impact personal relationships.
8. Evaluate and support the co-op program and parents' participation to continue providing a quality program.

**Credits: 2**

### **FLE 175-177: Toddler-Parent Lab/Leadership**

For parents with one to three year old children concurrently enrolled in a toddler child study laboratory. Combines parent observation and participation assignments in children's program. Parent seminars focus on child development, parenting, and family relationship issues. Includes group organization and leadership training. Fall, Winter, Spring sequence.

### **Course Student Learning Outcomes**

#### **FLE 175:**

1. Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
2. Observe typical age levels and sequences of growth and behavior in developing children.
3. Recognize the importance of the parent's role as their child's teacher.
4. Understand developmentally appropriate early childhood education principles.
5. Plan, prepare, and present a nutritious snack for the children.
6. Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
7. Recognize communication patterns that promote or hinder group climate and productivity.
8. Work cooperatively with others to solve problems and complete tasks.

#### **FLE 176:**

1. Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
2. Discuss and identify developmentally appropriate environments for children that encourage learning through active exploration and self-discovery.
3. Use positive age appropriate guidance techniques when assisting the teacher and parents in the classroom.
4. Recognize and eliminate bias, and promote diversity and inclusion in the children's environment.
5. Recognize one's role in personal relationships.
6. Demonstrate active listening and appropriate responses to different audiences.

#### **FLE 177:**

1. Plan and present age appropriate activities to meet the developmental needs of young children.
2. Recognize and respect the difference in family lifestyles, cultural viewpoints and values.

3. Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.
4. Identify community resources, activities and services that provide education, support, protection and services for families.
5. Access, use, and evaluate the credibility of information about child development and guidance.
6. Present one's point of view clearly and respectfully.
7. Recognize how gender and ethnic/cultural values impact personal relationships.
8. Evaluate and support the co-op program and parents' participation to continue providing a quality program.

**Credits: 2**

### **FLE 181-183: Pre-School Parent Co-Op**

Parent students participate as teaching assistants in preschool laboratory with children ages three to six years. Focus on early childhood curriculum, child development and behavior, classroom dynamics, and positive guidance. Fall, Winter, Spring sequence.

#### **Course Student Learning Outcomes**

##### **FLE 181:**

1. Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
2. Observe typical age levels and sequences of growth and behavior in developing children.
3. Recognize the importance of the parent's role as their child's teacher.
4. Understand developmentally appropriate early childhood education principles.
5. Plan, prepare, and present a nutritious snack for the children.
6. Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
7. Recognize communication patterns that promote or hinder group climate and productivity.
8. Work cooperatively with others to solve problems and complete tasks.

##### **FLE 182:**

1. Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
2. Discuss and identify developmentally appropriate environments for children that encourage learning through active exploration and self-discovery.
3. Use positive age appropriate guidance techniques when assisting the teacher and parents in the classroom.
4. Recognize and eliminate bias, and promote diversity and inclusion in the children's environment.
5. Recognize one's role in personal relationships.
6. Demonstrate active listening and appropriate responses to different audiences.

##### **FLE 183:**

1. Plan and present age appropriate activities to meet the developmental needs of young children.
2. Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
3. Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.



4. Identify community resources, activities and services that provide education, support, protection and services for families.
5. Access, use, and evaluate the credibility of information about child development and guidance.
6. Present one's point of view clearly and respectfully.
7. Recognize how gender and ethnic/cultural values impact personal relationships.
8. Evaluate and support the co-op program and parents' participation to continue providing a quality program.

**Credits:** 2

## Film

### **FILM 100: Art of Film**

Study of film as visual text, including key terms, primary practitioners, and major developments. Examination of film as transmitter of themes and values. (H)

#### **Course Student Learning Outcomes**

1. Define and use specific vocabulary relating to filmmaking and the motion picture industry.
2. Analyze motion pictures using established criteria.
3. Describe some major developments, personalities, and movements in the history of filmmaking.
4. Discuss films as texts that reflect our larger social and cultural value systems.
5. Compare and contrast films according to their genres, styles, and narrative strategies.
6. Write about specific films in depth using the language and techniques of Film Studies as a discipline.

**Credits:** 5

#### **Prerequisites:**

Eligibility for or completion of ENGL& 101.

### **FILM 101: Great Directors in Film**

Introduction to authorship in the cinema. Examination of the work of a major director or directors. Exploration of the director's life, film style, and themes. (H)

#### **Course Student Learning Outcomes**

1. View, identify, and discuss major works of the director.
2. Identify and discuss major historical, cultural, economic, and/or political forces that helped shape the films explored in class.
3. Identify and discuss major aspects of the director's film style.
4. Identify and correctly use appropriate film terminology.
5. Explain and critically discuss the influence of personal (biographical), historical, cultural, economic, and/or political forces on the films viewed in class.
6. Explain and critically discuss (and/or write about) films as artworks and as commercial products.
7. Explain and apply relevant critical theories about film.
8. Compare/contrast films that are explored as part of the class's theme, according to critical criteria covered by the readings and lectures.
9. Research appropriate secondary material about the director and his or her films through library and online sources.
10. Assimilate research from secondary source material into an analysis that explores in depth a work or body of work covered in class.

**Credits:** 5

#### **Prerequisites:**

Eligibility for or completion of ENGL& 101.

**FILM 102: Film Genre**

Introduction to study of film genre through looking at either one or several film genres, including literary, mythic, historic, and theoretical aspects. (H)

**Course Student Learning Outcomes**

1. Identify, view, and discuss major works and individuals relating to the genre explored by the class.
2. Identify and discuss major historical, cultural, economic, and/or political forces that helped shape the films explored in class.
3. Identify major aspects of film style as they relate to the class's genre.
4. Identify and correctly use appropriate film terminology.
5. Explain and critically discuss the influence of historical, cultural, economic, and/or political forces on the films viewed in class.
6. Explain and critically discuss (and/or write about) genre films as artworks and as commercial products.
7. Explain and apply relevant critical theories about film genres.
8. Compare/contrast films that are explored as part of the class's theme, according to critical criteria covered by the readings and lectures.
9. Research appropriate secondary material about film genre through library and online sources.
10. Assimilate research from secondary source material into an analysis that explores in depth a work or body of work covered in class.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**FILM 110: Literature and Film**

Exploration of connected works of literature and film. The films and texts may be direct adaptations of each other or may be connected thematically. The course will focus on a specific overall theme, genre, historical period, and/or author. (H)

**Course Student Learning Outcomes**

1. Read, discuss, and write about related films and works of literature within their historical, cultural, and intellectual contexts.
2. Read, discuss, and write about the thematic similarities and dissimilarities of related films and works of literature.
3. Read, discuss, and write about artistic differences between works of literature and films.
4. Read, discuss, and write about the relationship of selected secondary readings to films and literature.
5. Analyze films and literature according to their formal and thematic elements through writing and discussion.
6. Demonstrate mastery of key terms and concepts related to the course material through answering test questions, participating in discussions, and writing informal and formal responses and essays.
7. Explore a topic related to the course material in more depth through a final project.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**FILM 120: Introduction to Screenwriting**

Beginning script writing for film and television. Combination small lecture/workshop approach focusing on techniques, formats, and structure of scripts; plot and character development. Co-listed with MEDIA 140. This class will include students from multiple sections. (H)

**Course Student Learning Outcomes**

1. Write beginning scenes for film and television.
2. Produce a series of short scenes and/or commercials. Complete one polished longer script, either for a short film or a television show.
3. Discuss and apply concepts of structure and character development outlined in text and lectures.
4. Discuss and analyze scripts by professional writers.
5. Model own scripts after scripts by professional writers and after structures discussed in lectures and text.
6. Develop new script ideas based on models from class.
7. Analyze representative scenes from filmed versions of scripts and apply visual and narrative concepts from these scenes to producing original scripts.
8. Interact successfully with others in a workshop setting, giving and taking constructive criticism.
9. Recognize the limitations and possibilities of film as a written and visual medium and the differences between writing for film and other forms of creative writing. Apply this knowledge to own script writing.
10. Produce scripts that apply visual motifs, as well as narrative structures and well-crafted dialogue.
11. Analyze commercials, television shows, and films according to their underlying narrative structures and persuasive (propaganda) techniques.

**Credits: 5**

## First Aid

**FA 100: Industrial First Aid**

Prepares individuals to perform basic first aid procedures in cases of emergencies. Learn how to prevent accidents in the home and on the job. Adult CPR. Provides two-year certification.

**Course Student Learning Outcomes**

1. Understand the basic principles of First Aid.
2. Demonstrate proficiency in CPR.
3. Become certified in basic first aid care.
4. Lay rescuer or Non-healthcare certification.

**Credits: 1**

**FA 105: Basic Industrial First Aid**

Prepares students to perform basic first aid procedures in cases of emergencies. Learn how to prevent accidents in the home and on the job. Adult and infant CPR. Provides three-year certification.

**Course Student Learning Outcomes**

1. Understand the roles and responsibilities of the First Aid provider.
2. Realize the importance of scene safety and body substance isolation.
3. Understand the Good Samaritan Law, consent, and confidentiality.
4. Perform an emergency move and place an ill person in the recovery position.
5. Open and maintain an airway.
6. Provide rescue breathing.
7. Manage an obstructed airway.
8. Identify and perform scene safety.
9. Perform primary (initial) and secondary (detailed) survey of an injured and or ill patient.
10. Perform adult one and two rescuer CPR.
11. Recognize the warning signs and symptoms of medical emergencies.
12. Recognize and care for a patient with a decreased level of consciousness.
13. Control external bleeding, recognize signs and symptoms of internal bleeding recognize and care for shock.
14. Recognize and stabilize suspected spinal injury.
15. Recognize and provide manual stabilization of suspected skeletal injuries.
16. Learn how to operate an Automatic External Defibrillator.
17. AHA BLS Healthcare provider certification.

**Credits: 1**

**FA 120: Emergency Medical Tech**

This course will focus on EMT roles and responsibilities, airway management, patient assessment, medical and trauma emergencies, anatomy and physiology, documentation, lifting and moving, and communications. Course includes practical labs and a total of 10 hours of clinical experience in the Emergency Department to provide direct hands-on experience. Special application is required before registration.

**Course Student Learning Outcomes**

1. Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;
2. Administer appropriate emergency medical care based on assessment findings of the patient's condition;
3. Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury;
4. Perform safely and effectively the expectations of the job description.

**Credits:** 9

**Prerequisites:**

Current Health Care Provider CPR certification.

**FA 180: First Aid for Healthcare Providers**

This course provides two year American Heart Association (AHA) Health care Provider certification in basic first aid and CPR. Students will be instructed in adult and pediatric CPR, foreign body airway obstruction, automatic external defibrillation and the basic skills necessary to provide first aid assistance in emergency situations. Class is based on nationally recognized standards from AHA and National Safety Council. Students will perform chest compressions and rescue maneuvers and should be prepared for extended stretches of time spent on the floor practicing CPR and first aid procedures.

**Course Student Learning Outcomes**

1. Understand the roles and responsibilities of the First Aid provider.
2. Realize the importance of scene safety and body substance isolation.
3. Understand the Good Samaritan Law, consent, and confidentiality.
4. Perform an emergency move and place an ill person in the recovery position.
5. Open and maintain an airway.
6. Provide rescue breathing.
7. Manage an obstructed airway.
8. Identify and perform scene safety.
9. Perform primary (initial) and secondary (detailed) survey of an injured and or ill patient.
10. Perform adult one and two rescuer CPR.
11. Recognize the warning signs and symptoms of medical emergencies.
12. Recognize and care for a patient with a decreased level of consciousness.
13. Control external bleeding, recognize signs and symptoms of internal bleeding recognize and care for shock.
14. Recognize and care for shock.
15. Recognize and stabilize suspected spinal injury.
16. Recognize and provide manual stabilization of suspected skeletal injuries.
17. Learn how to operate an Automatic External Defibrillator.
18. AHA BLS Healthcare provider certification.

**Credits:** 1

# French

## FRCH& 121: French I

Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews, and language drills. (E)

### Course Student Learning Outcomes

1. Understand what has been said to them in French when a speaker speaks at about  $\frac{1}{2}$  the normal speaking rate on concrete subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
2. Listen to taped monologues and dialogues of native French speakers and using reduced cues, choose main facts from a list of possibilities which have been previously discussed.
3. Write down what is being said when a speaker speaks about  $\frac{1}{3}$  the normal speaking rate when the speaker is speaking on subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
4. Write a summary of the text in English or answer factual questions about the content in French phrases, when given a reading text within the confines of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
5. Use context rules to say the main point when given a reading text beyond the level of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
6. Write a coherent essay of no more than 200 words on an elementary and concrete subject such as their daily life, study at college, food they like, a trip they took.
7. Complete exercises on grammatical points such as verb tense, adjectives, articles, and word order.
8. Write sentences which demonstrate the proper use of verbs, adjectives, articles and word order,
9. Respond when asked a simple yes or no question.
10. Construct simple dialogues on the subjects mentioned above and speak or act out the dialogues with other students.
11. Respond in words or short phrases when asked a question about the work being discussed in class.
12. Construct short dialogues using prompts given in the text.
13. Participate with a fluent speaker in a short conversation about daily life
14. Find and identify French speaking countries on a map.
15. Describe important aspects of at least one French city or area.
16. Describe important aspects of Education in France.
17. Describe customs, perspectives and daily life in France
18. Organize and participate in a small group throughout the year. The group's tasks include

study help, making cassette tapes of dialogues outside of class, and completing drills for the teacher during class time.

19. Differentiate between learning for a grade and learning to achieve mastery in another language.
20. Tolerate the anxiety caused by not understanding all the language cues around them.
21. Apply a grammar rule to a given set of circumstances, i.e., when given a certain pronoun, give the correct verb form.
22. Compare and contrast their own values with those of the German-speaking cultures.

**Credits: 5**

## **FRCH& 122: French II**

Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews, and language drills. (E)

### **Course Student Learning Outcomes**

1. Understand what has been said to them in French when a speaker speaks at about  $\frac{1}{2}$  the normal speaking rate on concrete subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
2. Listen to taped monologues and dialogues of native French speakers and using reduced cues, choose main facts from a list of possibilities which have been previously discussed.
3. Write down what is being said when a speaker speaks about  $\frac{1}{3}$  the normal speaking rate when the speaker is speaking on subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
4. Write a summary of the text in English or answer factual questions about the content in French phrases, when given a reading text within the confines of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
5. Use context rules to say the main point when given a reading text beyond the level of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
6. Write a coherent essay of no more than 200 words on an elementary and concrete subject such as their daily life, study at college, food they like, a trip they took.
7. Complete exercises on grammatical points such as verb tense, adjectives, articles, and word order.
8. Write sentences which demonstrate the proper use of verbs, adjectives, articles and word order.
9. Respond when asked a simple yes or no question.
10. Construct simple dialogues on the subjects mentioned above and speak or act out the dialogues with other students.
11. Respond in words or short phrases when asked a question about the work being discussed in class.
12. Construct short dialogues using prompts given in the text.
13. Participate with a fluent speaker in a short conversation about daily life.
14. Express in speaking or writing, knowledge of the following: verb tenses: past, perfect, past imperfect, imperative, future; irregular adjectives, pronouns, negative expressions, prepositions.
15. Find and identify French speaking countries on a map.
16. Describe important aspects of at least one French city or area.

17. Describe important aspects of Education in France.
18. Describe customs, perspectives and daily life in France.
19. Choose from the resources available to them (Internet, Libraries, French- speaking radio stations, etc) to enhance their understanding of the cultures of French-speaking countries.
20. Organize and participate in a small group throughout the year. The group's tasks include study help, making cassette tapes of dialogues outside of class, and completing drills for the teacher during class time.
21. Differentiate between learning for a grade and learning to achieve mastery in another language.
22. Tolerate the anxiety caused by not understanding all the language cues around them.
23. Apply a grammar rule to a given set of circumstances, i.e., when given a certain pronoun, give the correct verb form.
24. Compare and contrast their own values with those of the French-speaking cultures.

**Credits: 5**

### **FRCH& 123: French III**

Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews and language drills. (H)

#### **Course Student Learning Outcomes**

1. Understand what has been said to them in French when a speaker speaks at about ½ the normal speaking rate on concrete subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
2. Listen to taped monologues and dialogues of native French speakers and using reduced cues, choose main facts from a list of possibilities which have been previously discussed.
3. Write down what is being said when a speaker speaks about 1/3 the normal speaking rate when the speaker is speaking on subjects with which they have familiarity (e.g., greetings, family, going to college, clothing, weather, health).
4. Write a summary of the text in English or answer factual questions about the content in French phrases, when given a reading text within the confines of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
5. Use context rules to say the main point when given a reading text beyond the level of 1,000 high-frequency words and sentence structures which do not use more than three clauses.
6. Write a coherent essay of no more than 200 words on an elementary and concrete subject such as their daily life, study at college, food they like, a trip they took.
7. Complete exercises on grammatical points such as verb tense, adjectives, articles, and word order.
8. Write sentences which demonstrate the proper use of verbs, adjectives, articles and word order.
9. Respond when asked a simple yes or no question.
10. Construct simple dialogues on the subjects mentioned above and speak or act out the dialogues with other students.
11. Respond in words or short phrases when asked a question about the work being discussed in class.
12. Construct short dialogues using prompts given in the text.
13. Participate with a fluent speaker in a short conversation about daily life.
14. Express in speaking or writing, knowledge of the following: verb tenses: past, perfect, past imperfect, imperative, future; irregular adjectives, pronouns, negative expressions, prepositions.
15. Find and identify French speaking countries on a map.
16. Describe important aspects of at least one French city or area.

17. Describe important aspects of Education in France.
18. Describe customs, perspectives and daily life in France.
19. Choose from the resources available to them (Internet, Libraries, French- speaking radio stations, etc) to enhance their understanding of the cultures of French-speaking countries.
20. Organize and participate in a small group throughout the year. The group's tasks include study help, making cassette tapes of dialogues outside of class, and completing drills for the teacher during class time.
21. Differentiate between learning for a grade and learning to achieve mastery in another language.
22. Tolerate the anxiety caused by not understanding all the language cues around them.
23. Apply a grammar rule to a given set of circumstances, i.e., when given a certain pronoun, give the correct verb form.
24. Compare and contrast their own values with those of the French-speaking cultures.

**Credits: 5**

#### **FRCH 104: Beginning French Conversation I**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the French language. (E)

##### **Course Student Learning Outcomes**

1. Write and speak French for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in French at a beginner level.
3. Discuss diverse societies and cultures.

**Credits: 1**

#### **FRCH 105: Beginning French Conversation II**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the French language. A continuation from French 104.

##### **Course Student Learning Outcomes**

1. Write and speak French for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in French at a beginner level.
3. Discuss diverse societies and cultures.

**Credits: 1**

#### **FRCH 106: Beginning French Conversation III**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the French language. A continuation from French 105.

##### **Course Student Learning Outcomes**

1. Write and speak French for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in French at a beginner level.
3. Discuss diverse societies and cultures.

**Credits: 1**

#### **FRCH 107: Intermediate French Conversation I**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the French language. A continuation from French 106.

##### **Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in French at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits: 1**

#### **FRCH 108: Intermediate French Conversation II**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the French language. A continuation from French 107.

##### **Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in French at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits: 1**

#### **FRCH 109: Intermediate French Conversation III**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the French language. A continuation from French 108.

##### **Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in French at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits: 1**



**FRCH 110: Advanced French Conversation I**

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from French 109.

**Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an advanced level.
2. Listen actively and respond in French at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**FRCH 111: Advanced French Conversation II**

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from French 110.

**Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an advanced level.
2. Listen actively and respond in French at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**FRCH 112: Advanced French Conversation III**

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from French 111.

**Course Student Learning Outcomes**

1. Write and speak in French for a variety of purposes and audiences at an advanced level.
2. Listen actively and respond in French at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

## General Studies

**GS 100: College Learning Skills**

Introduces study techniques and principles, including learning styles, time management, resources, concept mapping, note taking, listening, memory, concentration, goal setting, and test preparation.

**Course Student Learning Outcomes**

1. Appraise learning and teaching styles and adapt study habits to these styles.
2. Prepare and use a time management program.
3. Locate and use college resources including catalog, financial aid, student services and library.
4. Explain principles of memory and concentration and apply them to study habits.
5. Eliminate test-taking anxiety and devise strategies for successful test-taking.
6. Incorporate effective reading and study techniques such as SQ4R.
7. Evaluate and apply listening techniques.
8. Use systematic note taking procedures.
9. Demonstrate mind-mapping and outlining techniques.
10. Distinguish between campus computer offerings and choose services.
11. Classify types of stress and use techniques for stress management.
12. Categorize instructor differences and incorporate strategies to cope with those differences.
13. Write realistic short and long term goals.

**Credits:** 2

**GS 103: Freshman Seminar**

Academic course to improve success of first-year students. Stresses importance of academic learning while creating sense of belonging. Taught by faculty from a variety of disciplines. Examines factors known to improve likelihood of success among first-year students. Individuals participate in either group or individual service learning projects. (E)

**Course Student Learning Outcomes**

1. Work cooperatively and productively with others.
2. Recognize the need to examine cultural and ideological diversity as well as the need to foster tolerance as a member of the college and community.
3. Explore, discover, and express ideas about themselves and the world in a variety of forms both chosen and assigned.
4. Develop and adapt a set of study, coping, and survival skills for college.
5. Accept responsibility for their own learning distinguishing between "victim" and "creator" languages.
6. Develop decision making strategies.
7. Reduce anxiety and timidity in expressing ideas and opinions orally in a group setting.
8. Use a calendar to plan and structure time for academic and personal goals.
9. Identify and explain the relationship among short-term learning goals and long-term career plans.
10. Identify information about Peninsula College's history, mission statement, organization, rules and regulations, people, services, and resources.
11. Identify and use the helping resources of Peninsula College, including (but not limited to) Counseling Services, Student Activities, Communications Lab, Math Lab, Career Services, Library Media Center, etc.
12. Identify and communicate the history and structure of American higher education.
13. Identify various points of interest on campus.
14. Attend and evaluate at least two on- or off-campus cultural events.
15. Plan, organize, and carry out a group or individual community service project.
16. Join or participate in at least one out-of-class activity.
17. Conduct and write a report about a personal interview with a faculty or staff member.
18. Write letters for appropriate situations such as inquiry, thank-you, professional, etc.

**Credits:** 3

**GS 110: Cross-Cultural Communication**

This course is designed to facilitate cross-cultural communication between domestic and international students. Students with different language and cultural backgrounds will meet in small groups or pairs on a weekly basis to discuss topics of interest and to enhance intercultural, interpersonal, intrapersonal understanding. In doing so, students will act as conversation and cultural mentors to each other. (E)

**Course Student Learning Outcomes**

1. Learn about other cultures by meeting on a regular basis with partners with different cultural and linguistic background from their own.
2. Learn first-hand how to better communicate with people with different styles of verbal and non-verbal communication.
3. Gain a more objective understanding of one's own cultural background and how it shapes individual values and beliefs.
4. Actively reflect on how this experience informs cognitive, interpersonal, and intrapersonal development.

**Credits:** 2

**Prerequisites:**

for international students: I ELS 081 or 082 or 083 or permission of instructor.

**GS 111: Information Access and Application**

Hands-on experience with wide range of information resources. Acquire skills necessary to access, evaluate, organize, and use information effectively.

**Course Student Learning Outcomes**

1. Narrow the purpose of the research by focusing on a specific question to be answered (i.e. formulate the central question).
2. Use question and analysis techniques, identifying key words and phrases.
3. Distinguish between controlled vocabulary and free text vocabulary.
4. Conduct field-specific key word searches.
5. Conduct free-text keyword searches.
6. Use Boolean operators to broaden, narrow and exclude searches.
7. Use online retrieval tools for retrospective information (e.g. INLEX, DYNIX).
8. Use reference sources when appropriate.
9. Use printed indexes to access periodical sources.
10. Use electronic databases to access current resources.
11. Define the type of information appropriate to the search question (i.e. primary or secondary).
12. Develop a search strategy.
13. Track bibliographic information for all resources utilized in the course of the search.
14. Utilize A Writer's Reference by Diane Hacker for producing bibliographic citations.
15. Evaluate information sources on the basis of established criteria (e.g. relevance, currency, etc.).
16. Select information that directly pertains to the central question.
17. Compare and generalize information from all selected sources.
18. Determine the most effective method of presentation.
19. Plan the Final project using a selected organizational style.
20. Draw conclusions based upon search information.
21. Evaluate the project and the search process.

**Credits:** 3

**GS 121-126: Studium Generale**

Series of programs from the Humanities, Social Sciences, Natural Sciences, Vocations, and Global Issues. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Students will reflect their learning through written responses.
2. Written responses will demonstrate critical thinking across disciplines.
3. Written responses will demonstrate analysis of the content and the presentation style/approach of lectures and performances.
4. Written responses will demonstrate accurate use of grammar, punctuation, and other elements of Standard Written English.
5. Written responses will show evidence of comprehension of the learning, including content and presentation/performance techniques.

**Credits:** 1-2

**GS 185-187: Student Leadership**

Development of leadership skills and experiences through lecture, lab and group activities. Examines personal leadership styles, ethics, conflict resolution, communication and related topics.

**Course Student Learning Outcomes**

1. Identify and develop leadership principles, including leadership styles, effective communication, parliamentary procedure, conflict resolution, problem solving, delegation, decision making and team work.
2. Examine ethical practices as they relate to leadership.
3. Develop interpersonal communication skills.
4. Plan, implement and evaluate events and activities.
5. Explore the purpose and process of selecting and setting goals.
6. Explore and encourage critical thinking.
7. Identify historical leaders and evaluate those leaders.
8. Explore theories of leadership.
9. Manage a budget.

**Credits:** 2

**Prerequisites:**

Instructor permission.

## Geography

### **GEOG 120: Introduction to Physical Geography**

Geodesy and mapping; introduction to atmospheric science, weather, climate, the oceans, hydrology, and the earth's heat budget. (NS)

#### **Course Student Learning Outcomes**

1. Describe and explain how solar energy and energy in the atmosphere effect the seasons, the atmosphere, and global temperatures.
2. Describe and explain how atmospheric and oceanic circulations determine atmospheric moisture distributions and weather.
3. Describe and explain the geology of our planet, and its effect on tectonics, earthquakes, and volcanism.
4. Describe and explain the underlying physical processes for why the Earth looks the way it does, including erosion by wind, water, and mass movement.
5. Describe and locate the major physical features of the Earth.

**Credits:** 5

#### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

## Geology

### **GEOL& 100: Survey of Earth Science**

A survey of Earth science including topics on rock and mineral characteristics, natural hazards, surface and groundwater environments, marine and continental environments, resources, land-forms, and global climate change. This class may include students from multiple sections. (NS)

#### **Course Student Learning Outcomes**

1. Describe and explain the scientific method and the basic terminology, principles, concepts, and theories of Earth science.
2. Distinguish between the three major rock types and identify common rocks and minerals.
3. Explain the theory of plate tectonics and outline the geological evidence supporting this theory.
4. Describe the physical and geological processes that shape the Earth's surface and identify common land forms created by these processes.
5. Describe and explain the interactions between humanity, geology, and other Earth systems, with a focus on geological and physical hazards, including the consequences of global climate change.

**Credits:** 5

#### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91

**GEOL& 101: Introduction to Physical Geology**

Introduction to geology and survey of the processes that shape the surface of the earth, including water, wind, ice, and gravity. Topics covered include: plate tectonics, volcanism, earthquakes, the geologic time scale, and concepts of mineralogy and petrology. Lab included. Field trips may be required. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Describe and explain the scientific method and the basic terminology, principles, concepts, and theories of physical geology.
2. Using laboratory procedures and field methods, distinguish between the three major rock types and identify common rocks and minerals.
3. Identify and explain common land forms and the geological processes that led to their formation, including those found on the other planets and moons of our solar system.
4. Explain the theory of plate tectonics and identify the three types of plate boundaries and the geological features that characterize each.
5. Identify and explain the major eras of the geological time scale, including the major geological events and evolutionary developments that characterize these periods of geological time.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91

**GEOL& 103: Historical Geology and the History of Life on Earth**

Introduction to historical geology and paleontology. Studies the formation and development through time of the solid Earth, atmosphere, and biosphere. Covers past movements and locations of the continents and interpretation of past environments as recorded in rock and fossil records as well as the history of life and how living organisms evolved over geologic time from the first single-celled organisms through the first invertebrates, vertebrates and plants, to the dinosaurs, and on to the rise of the mammals and early hominids. Includes the chance to examine fossils of early life, various invertebrates, fish, other prehistoric animals, and ancient plants. Lab included. Field trips may be required. This class may include students from multiple sections. (NS)

**Course Student Learning Outcomes**

1. Describe and explain the scientific method and the basic terminology, principles, concepts, and theories of geology, chemistry, and paleontology as they apply to the study of life on Earth and historical geology.
2. Outline and explain the biological, chemical and physical evolution of our planet.
3. Explain the process of fossilization and successfully identify common fossils.
4. Develop a scientific understanding of the methods used to find and reconstruct fossils of ancient life and their environments and of basic related scientific theories such as evolution.
5. Identify and distinguish between the three major rock types (i.e., igneous, sedimentary and metamorphic) and explain their geologic distribution, origins, and significance for interpreting past environments.
6. Explain and discuss the theory of plate tectonics and the past movements and locations of the continents and how these movements effected both the evolution and extinction of past life.
7. Identify and explain the major eons, eras and periods of the geological time scale, including the major geological events and evolutionary developments that characterize each period of time.

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91

## **GEOL 124: Earth Systems Science**

Explores processes that form and shape the earth. These processes comprise a series of integrated systems that interact to produce the earth's continents, oceans, atmosphere, and life. Lab included. Field trips may be required. This class may include students from multiple sections. (NS)

### **Course Student Learning Outcomes**

1. Using laboratory procedures and field methods, distinguish between the three major rock types and identify common rocks and minerals.
2. Explain the theory of plate tectonics and identify the three types of plate boundaries and the geological features that characterize each.
3. Describe the physical and geological processes that shape the Earth's surface and identify common land forms created by these processes.
4. Describe and explain the interactions between humanity, geology, and other Earth systems, with a focus on geological and physical hazards, including the consequences of global climate change.
5. Describe how geologists determine the relative and absolute age of rocks and fossils.

**Credits:** 5

### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91.

## **Health Education**

### **H ED 90: HIV/AIDS Licensure 4 Hours**

Selections from etiology and epidemiology of HIV; transmission and infection control; legal and ethical issues; psychosocial issues. This class may include students from multiple sections. Confirm requirement for licensing (H ED 90 4 hour or H ED 95 7 hour) at [doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewRenewUpdate](http://doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewRenewUpdate)

### **Course Student Learning Outcomes**

1. Outline the local, national, and global etiology and epidemiology of HIV/AIDS.
2. List 3 modes of transmission of HIV infection.
3. Compare and contrast infection control precautions: universal and standard precautions.
4. Apply the legal and ethical issues related to HIV/AIDS:
  - a. Reporting infection to public health
  - b. Confidentiality
  - c. Discrimination
  - d. Public endangerment
9. Illustrate the psychosocial issues of HIV/AIDS infection on:
  - a. Patient and family
  - b. Friends
  - c. Caregivers
  - d. Social Consciousness
14. Optional-recommended for pharmacy assistants:
  1. Differentiate between screening and confirmatory tests.
  2. List lab tests for monitoring safe and effective treatment.
  3. Compare and contrast different treatment regimens.
    - a. Occupational exposure (PEP)
    - b. Nonoccupational exposure (nPEP)
    - c. Antiretroviral treatment (ART)
    - d. Primary Prevention (PrEP)

**Credits:** 0

**H ED 95: HIV/AIDS Licensure 7 Hours**

Selections from etiology and epidemiology of HIV; transmission and infection control; testing and counseling; clinical manifestations and treatment; legal and ethical issues; psychosocial issues. This class may include students from multiple sections. Confirm requirement for licensing (H ED 90 4 hour or H ED 95 7 hour) at [doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewRenewUpdate](http://doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewRenewUpdate)

**Course Student Learning Outcomes**

1. Outline the local, national, and global etiology and epidemiology of HIV/AIDS.
2. List 3 modes of transmission of HIV infection.
3. Compare and contrast infection control precautions, including universal and standard precautions.
4. Differentiate laboratory tests for the diagnosis and monitoring of HIV infection:
  - a. Screening tests
  - b. Confirmatory tests
  - c. Viral load
8. Compare and contrast different treatment regimens.
  - a. Occupational exposure (PEP)
  - b. Nonoccupational exposure (nPEP)
  - c. Antiretroviral treatment (ART)
  - d. Primary Prevention (PrEP)
13. Apply the legal and ethical issues related to HIV/AIDS:
  - a. Reporting infection to public health
  - b. Confidentiality
  - c. Discrimination
  - d. Public endangerment
18. Illustrate the psychosocial issues of HIV/AIDS infection on:
  - a. Patient and family
  - b. Friends
  - c. Caregivers
  - d. Social Consciousness

**Credits: 0**

**H ED 180: Health and Wellness**

An introduction to personal health. Understanding drug and alcohol use, sexuality and reproductive issues, diseases, nutrition, diet and weight management, stress management, safety, and environmental concerns. Students will analyze their own attitudes, behaviors, and decisions that affect individual health and develop strategies for healthful living. (E)

**Course Student Learning Outcomes**

1. Explain the difference between health and wellness.
2. Describe sources of stress and how to effectively manage those stressors.
3. Define psychological health and disorders.
4. Understand sexuality issues, including but not limited to anatomy and physiology, intimate relationships, communication, contraception, pregnancy, childbirth, parenting, and abortion.
5. Explain why people use, abuse, and become addicted to tobacco, alcohol, and other drugs.
6. State the importance of nutritional guidelines and a healthy diet, and make informed decisions about food choices.
7. Describe the benefits of exercise and design an exercise program for yourself.
8. Discuss body image and have an understanding of eating disorders.
9. Explain the differences between communicable and noncommunicable diseases.
10. List and describe the differences between the variety of health care professionals.
11. Discuss how intentional and unintentional injuries can be prevented.
12. Discuss the importance of environmental health and the impacts of climate change.
13. Explain how health can be affected as people age.

**Credits: 5**

**H ED 215: Human Sexuality**

(Formerly H ED 210) An introduction to contemporary aspects of human sexuality, including development of sexuality over the lifespan, beginning with prenatal gender differentiation and proceeding through adulthood and aging. We will also cover related topics, such as interpersonal aspects of sexual relationships, sexual orientation, pregnancy, parenting choices, and STDs, including HIV/AIDS. This class may include students from multiple sections. Colisted with SOC 215 (E)

**Course Student Learning Outcomes**

1. Discuss sexuality research and education.
2. Explain how sexuality influences history, culture, art, media, and the law.
3. Define and label female and male reproductive anatomy.
4. Explain human sexual response.
5. Discuss gender and gender roles in society.
6. Explain how sexuality encompasses an individual's life.
7. Describe the process of how an individual develops their sexual individuality, attitudes, and values.
8. Effectively communicate about sexuality and relationships.
9. Discuss reproduction, pregnancy, and the birth process.
10. Discuss the impact of parenthood.
11. List various birth control methods.
12. Discuss the impact of unintended pregnancy.
13. Discuss the diversity of human sexual behavior.
14. Discuss sexual coercion, rape, and abuse.
15. Describe how to prevent sexually transmitted diseases.
16. List sexually transmitted diseases and describe their symptoms.
17. Discuss sexual dysfunctions and their treatments.

**Credits: 5**

## History

**HIST& 126: World Civilizations I**

Historical comparative study of the world's major civilizations (African, Asian, Middle East, European, and American) from prehistory to ca.1200 CE. There will be an emphasis on material existence and understanding value systems. We will delve into how these are expressed in different political, social, economic, cultural, and religious systems as well as in literature and art. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
2. Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Demonstrate the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits: 5**



**HIST& 127: World Civilizations II**

Comparative study of the world's major civilizations (African, Asian, Middle East, European, and American) from roughly 1200 CE to 1815. There will be an emphasis on material existence and understanding value systems. We will delve into how these are expressed in different political, social, economic, cultural and religious systems as well as in literature and art. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
2. Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Demonstrate the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits: 5**

**HIST& 128: World Civilizations III**

Comparative historical study of the world's major civilizations (African, Asian, Middle East, European, and American) from the beginning of industrialization to today's global world. There will be an emphasis on material existence and understanding value systems. We will delve into how these are expressed in different political, social, economic, cultural, and religious systems as well as in literature and art. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
2. Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Demonstrate the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits: 5**

**HIST& 146: U.S. History I**

United States development from European settlements clinging tenuously on the Atlantic coast, or wayward outposts in the Southeast and Southwest, to a large .relatively unified nation between two oceans. We will examine the people of North America, Europe and Africa before colonialism and then address the social, cultural, economic and geographical determinants for colonization. We will explore how colonists began to see themselves separate from the mother country and how this resulted in revolution and a new nation. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"- understanding the historical context of ideas, events, and issues.
2. Identify and recognize events that are uniquely American.
3. Place American history within the larger context of World and Regional history.
4. Critically and aesthetically evaluate the development of a uniquely American culture.
5. The student will develop written communication skills, and the ability to express opinions via discussions and short papers.
6. The student will develop specific critical thinking skills: to consider multiple perspectives and values, to synthesize and integrate information and ideas, to separate opinion from factual information, and to recognize the patterns in which historical information is organized.
7. Last, the student as a more informed citizen will be better prepared to act in accordance with his or her own beliefs.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**HIST& 147: U.S. History II**

United States evolvement after the early years of nation building. The course will begin at the end of the Jacksonian Reform era, and end with the period of overseas expansion as the United States become a Great Power nation. This course will examine a number of crisis or issues of change, including civil war, western expansion, industrialization, immigration and urbanization. The student will learn how the people of the United States responded to crisis periods through reform movements such as Populism, unionization, Progressivism and imperialism. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"- understanding the historical context of ideas, events, and issues.
2. Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Identify the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**HIST& 148: U.S. History III**

The third part of the History of the United States examines the 20th century starting with World War I. In this period attention directed toward the development of the United States as a modern nationstate. We will cover the process industrialization, urbanization, and immigration that shaped the contours of the country right into the 21st century. Other topics of interest in the larger processes will be the Great Depression, Imperialism, World War I and II, the Cold War, environmentalism, nuclear war and terrorism. The course will end as the United States enters the post-Cold War era. (SS)

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
2. Develop a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Appreciate the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**HIST& 214: Pacific Northwest History**

With emphasis on the states of Washington, Oregon, and Idaho, Pacific Northwest (PNW) history proceeds through five main periods: indigenous peoples, European discovery, colonialism, industrial development, and regional control. The course emphasizes understanding social (ethnicity, race, and gender) differences, economic and political organization, and cultural values of the different historical periods.

**Course Student Learning Outcomes**

1. Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
2. Develop a sense of regionalism that incorporates geography, economics, politics, and culture.
3. Demonstrate the contributions and world view of diverse populations of the region.
4. Distinguish major themes from a regional perspective and from a national perspective.
5. Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
6. Analyze and synthesize critical primary and secondary source materials.
7. Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

**Credits:** 5

# Homeland Security / Emergency Management

## **HSEM 102: Introduction to Emergency Management**

Provides groundwork on which emergency services can build a strong foundation for disaster and emergency management for homeland security in the 21st century. Addresses issues, policies, questions, best practices, and lessons learned through recent years; requirements of NFPA® 1600, Standard on Emergency Management and exposure to new and developing theories, practices, and technology in emergency management.

### **Course Student Learning Outcomes**

1. Identify and define essential elements of an effective emergency management program.
2. Identify and define the many roles, responsibilities and functions of the professional emergency manager.
3. Analyze the requirements of National Fire Protection Association 1600 standard and other national programs.
4. Identify and research questions regarding existing and emergent laws, regulations, and legal principles as applied in the context of emergency and disaster management.
5. Describe the actions taken in hazard identification.
6. Examine and analyze the actions taken when planning for incident prevention and hazard mitigation.
7. Describe basic components of mutual aid systems.
8. Provide an overview of characteristics of disasters and their impact on population, infrastructure, and emergency management systems.
9. Explore and describe the components of an emergency plan and principles that guide the planning process.
10. Summarize emergency management field operations using incident management systems and the role of emergency operations centers in directing disaster response.
11. Analyze compliance requirements for emergency communications and warnings.
12. Examine and describe key elements to consider in emergency management exercise and evaluation.
13. Summarize requirements for crisis communications and public information systems.
14. Analyze how an Emergency Operation Center is managed, organized and activated.
15. Evaluate written emergency management and continuity plans.
16. Examine fiscal aspects to emergency management programs that should be considered, evaluated and implemented.

**Credits: 5**

## **HSEM 110: Basic Incident Command System/ National Management System**

This course introduces the Incident Command System (ICS) and provides the foundation for higher-level ICS training. This course describes the history, features, and principles and organization structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). (Course will meet ICS 100/200/700/800 requirements.)

### **Course Student Learning Outcomes**

1. Analyze the National Incident Management System (NIMS) and its application to coordinating and integrating a response to domestic incidents.
2. Identify five major management functions.
3. Explain the roles and responsibilities of the Incident Commander and Command Staff.
4. Determine when it is appropriate to institute a Unified or Area Command.
5. Describe the Public Information Systems required by NIMS.
6. Evaluate ways in which NIMS can affect how jurisdictions prepare for incidents and events.
7. Describe how NIMS affects the way resources are managed.
8. Describe the advantages of common communication and information management standards.
9. Explain how NIMS will influence technology and technological systems required for emergency response.

**Credits: 2**

**HSEM 120: All Hazards Emergency Planning**

This course is designed to introduce students to developing an effective emergency planning system. This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. Emphasis will be placed on hazard/risk analysis and planning team development. Other topics, such as Continuity of Operations (COOP), Emergency Support Functions, National Response Plan, Washington State Comprehensive Emergency Management Plan and contingency planning for areas such as Special Needs (Vulnerable Populations) or Animal Sheltering are included.

**Course Student Learning Outcomes**

1. Define how emergency planning fits within the field of emergency management.
2. Explore the components of an emergency plan, principles that guide the planning process and resources/national standards that can be used in the planning process.
3. Explain the impacts of disasters on people's mental and physical health.
4. Determine how to staff and organize, motivate and prepare a team to respond well in emergencies.
5. Identify the basis for estimating hazard exposure.
6. Identify and define the principle components of consequence analysis.
7. Outline the elements of a basic Emergency Operation Plan (EOP).
8. Develop an Emergency Operation Plan.
9. Prepare warning message content for special needs populations.
10. Explore ways to design and create a hazard mitigation program.
11. Identify methods of effective risk communication.
12. Explore the history of federal emergency planning mandates and how they are developed.

**Credits:** 3

**HSEM 130: Technology in Emergency Management**

This class provides a detailed overview of the technology used, and also clearly explains how the technology is applied in the field of emergency management. Students will learn how to utilize technology in emergency planning, response, recovery and mitigation efforts and they'll uncover the key elements that must be in place for technology to enhance the emergency management process. Course overviews include: Web Emergency Operations Center (EOC), using technology with training and exercises, reverse 911 notification systems, video conferencing/ downlinks and Geographic Information System (GIS)/Global Positioning System (GPS) capabilities.

**Course Student Learning Outcomes**

1. Explore what technology tools are needed during disaster.
2. Examine the role of technology in the support of emergency planning, response, recovery and mitigation efforts.
3. Identify the key elements that must be in place for technology to enhance the emergency management process.
4. Describe the applications of the Internet, telecommunications, and networks to emergency management.
5. Analyze Geographic Information System and Global Positioning System tools and their applications
6. Identify and use components of an emergency management information system
7. Predict hazards with direct and remote sensing data.
8. Explore the advantages and disadvantages of different warning systems.
9. Identify operational problems that the emergency management community faces.
10. Identify and describe some of the cultural factors associated with the introduction and use (or lack) of technology applications in emergency management.
11. Examine the potential impact of new technologies on emergency management.

**Credits:** 3

**Prerequisites:**

HSEM 102

**HSEM 157: Public Information Officer**

The course is designed to train participants for coordinating and disseminating information released during emergency operations and for assisting in the scheduling and coordination of news conferences and similar media events. After completing this course the student will have met the sections required for Public Information Officer as outlined by NFPA1035.

**Course Student Learning Outcomes**

1. List and describe characteristics and responsibilities that make an effective public information officer.
2. Recognize and describe guidelines for department policies, which guide public information function.
3. List and describe the characteristics for developing positive relations within the media.
4. Discuss and explain the purpose of a media guide.
5. Distinguish between a news release and media advisory component parts.
6. Examine the Emergency Alert System (EAS).
7. Discuss the basic guidelines on managing the media scene.
8. Identify the basic guidelines to follow before and during an interview.
9. Examine basic guidelines of understanding public speaking.
10. List and describe the steps in preparing a news conference.
11. Conduct an interview.
12. Prepare a news release.
13. Prepare a media advisory.

**Credits: 2**

**HSEM 160: Emergency Response Awareness to Terrorism**

Provides current and relevant information about terrorism, terrorist behavior, homeland security policies and dilemmas, and how to deal effectively with threats and the consequences of attacks. Student will gain insight into the key players involved in emergency management, local and state issues, particularly as they need to interact and work with FEMA and other federal agencies. Course components include identifying terrorism, causes of terrorism, preventing terrorist attacks, responding to terrorism attacks and avoidance in communication and leadership collapse.

**Course Student Learning Outcomes**

1. Compare and contrast the history of terrorism in the United States and abroad.
2. Examine terrorism and the risks associated with terrorist incidents.
3. Explain the basic terms and concepts associated with terrorism incidents.
4. Compare and contrast different missions of homeland security.
5. Recognize the characteristics of terrorism.
6. Evaluate the most frequently mentioned causes of terrorism.
7. Analyze terrorist behavior.
8. Examine the evolution of terrorism in the United States and other countries.
9. Compare and contrast the positive and negative features of modern news coverage of terrorism.
10. Explore and discuss federal, state, local and private procedures in preparedness measures, response, relief, and recovery.
11. Analyze measures for preventing terrorist attacks.
12. Assess the threat of terrorism and ways to increase physical security.
13. Critique prior problems in homeland security and the need for accountability.

**Credits: 5**

**HSEM 180: Public Administration**

This course provides an overview in the structure and issues of public service. Course participants will examine the context of public administration: the political system, the role of federalism, bureaucratic politics and power, and the various theories of administration that guide public managers today. Course components include public administration, personnel, budgeting, decision-making, organizational behavior, leadership, and policy implementation. Lessons will be drawn from the most current applications of public administration today, such as Hurricane Katrina efforts and Homeland Security.

**Course Student Learning Outcomes**

1. Explore historical developments in public administration and relate them to current trends and practices in America.
2. Explain the basic concepts, theories and principles in the field of public administration.
3. Analyze the political, legal and social environment of public administration.
4. Identify and apply competing models of public administration to emergency management.
5. Recognize the importance of the administration, and/or management, of public affairs.
6. Examine policy and the decision making process in public administration.
7. Analyze how the changing global society and multicultural environment impacts the management of the public sector.
8. Examine and apply the budget process and planning.
9. Discuss the function and operation of human resource personnel.
10. Examine the impact and influence of government regulation and administrative law over public affairs.

**Credits:** 3

**HSEM 190: Tribal Emergency Management**

This special topics train-the-trainer program is designed to prepare students to deliver community preparedness awareness information classes on emergencies and disasters. (Formerly HSEM Special Topic Citizen Preparedness Training)

**Course Student Learning Outcomes**

1. Research and communicate the issues related to the chosen course topic.
2. Apply information to solve a given problem using the course topic.
3. Compare and contrast the chosen topic with existing knowledge and experience in homeland security or emergency management.
4. Evaluate the impact of the chosen topic as it relates to emergency management.

**Credits:** 1-5

**Prerequisites:**

HSEM 102 and must have completed 12 HSEM credits or HSEM Program Coordinator approval

**HSEM 200: Emergency Operations Center**

This course provides the student with skills and knowledge to manage an Emergency Operations Center (EOC), acquire and control resources, and interface with onscene responders within Incident Management Systems. Topics include EOC design, preparing, staffing and operating, jurisdictional setting, and the critical link between Incident Management Systems and emergency management operations.

**Course Student Learning Outcomes**

1. Introduction to Emergency Operations Center (EOC)
2. Functions of the Emergency Operations Center
3. Jurisdictional Setting of the Emergency Operations Center
4. Staffing and Operating the Emergency Operations Center
5. Designing an Emergency Operations Center
6. Incident Management Systems
7. Public Information Officer (PIO) Operations/ Information Management

**Credits:** 2

**Prerequisites:**

HSEM 102 and HSEM 110.

**HSEM 210: Exercise Design and Evaluation**

This course provides participants with the knowledge and skills to develop, conduct, evaluate and report effective exercises that test a community's operations plan and operational response capability. Throughout the course, participants will learn about topics including exercise program management, design and development, evaluation, and improvement planning. It also builds a foundation for subsequent exercise courses, which provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC).

**Course Student Learning Outcomes**

1. Examine the value of exercises to improve the four phases of comprehensive emergency management.
2. Outline the basic components of a comprehensive exercise program based off of area risk assessment.
3. Examine the importance of designing a comprehensive and progressive exercise program to meet the needs of your organization or community based off the Target Capabilities List (TCL)/Universal Task List (UTL).
4. Describe the organization of an exercise design team.
5. Distinguish the purposes and characteristics of a tabletop exercise, functional exercise and full-scale exercise.
6. Outline the steps in facilitating a tabletop exercise.
7. Differentiate designing a functional exercise from designing a tabletop exercise.
8. Recognize the physical requirements and participant roles in a functional exercise.
9. Differentiate designing a full-scale exercise from designing a functional exercise.
10. Determine planning considerations for site selection and scene management for a full-scale exercise.
11. Break down the tasks in the exercise evaluation process.
12. Outline resources available for exercise enhancement.
13. Design a small functional exercise using the seven building blocks of design process.

**Credits:** 3

**Prerequisites:**

HSEM102 and HSEM120 or coordinator approval.

**HSEM 220: Developing and Managing Volunteer Resources**

This course will focus on methods and procedures for involving private-sector organizations and volunteers in emergency management programs in ways which benefit both parties. The focus of the course is on maximizing the effectiveness of volunteer resources by implementing a people-oriented system that addresses defining volunteer roles, designing a plan of action, recruiting volunteers, training individuals who volunteer and motivation and maintenance of a successful program. Participants will acquire skills and knowledge to make appropriate volunteer assignments that enhance the effectiveness of an integrated emergency management system.

**Course Student Learning Outcomes**

1. Define volunteer and voluntary agency (VOLAG) and draw distinctions between the two.
2. Determine whether your community's needs are best met by developing a volunteer program or whether you should coordinate with VOLAGs—or both.
3. Correlate the skills and knowledge required of volunteers in emergency management programs.
4. Determine how volunteers can be used most beneficially in your program to meet your agency's needs.
5. Analyze the steps in developing a volunteer program
6. Develop a volunteer job description.
7. Outline strategies for recruiting, retaining, assigning, training, supervising, and evaluating volunteers.
8. Recognize the key responsibilities of a VOLAG/CBO Coordinator.
9. Analyze the role of VOAD in providing emergency assistance.
10. Examine strategies for working with VOLAGs, CBOs, businesses, and other groups.
11. Assess the needs/special issues with managing volunteers.

**Credits:** 2

**Prerequisites:**

HSEM 102.



**HSEM 230: Disaster Recovery and Response**

The purpose of this course is to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will utilize problem based learning by analyzing actual disaster events and applying the theories, principals, and practice of response and recovery. In addition, students will learn about the issues faced by special populations and how to address these special needs in natural disaster response and recovery.

**Course Student Learning Outcomes**

1. Examine what occurs during a disaster and the impact it has on life, property and the environment.
2. Differentiate between the responsibilities of the local government after a disaster versus those of the state and federal government.
3. Analyze human responses to disasters.
4. Compare traditional and professional approaches to disaster and determine which approach is most applicable in a given disaster situation.
5. Define the role of warnings, evacuation and shelter in natural disaster response.
6. Examine the process through which individual assistance may be obtained.
7. Examine special issues during recovery including damage to the environment from hazards and sheltering animal populations.
8. Identify communication strategies during crisis/ disaster.
9. Evaluate damage assessment and response techniques and their application to disaster situations.
10. Apply principles and practice of response and recovery in case study disaster events.

**Credits:** 2

**Prerequisites:**

HSEM 102 and HSEM 120, or Program Coordinator approval.

**HSEM 240: Workbased Learning Experience**

The purpose of the Homeland Security Emergency Management (HSEM) Internship is to give students who are well advanced in their undergraduate program the opportunity to experience the links between theory and practice through application in the work setting of the knowledge and skills gained in the classroom.

**Course Student Learning Outcomes**

1. Describe the Work-based Learning (WBL) site as a whole, including its history and culture.
2. Interacts with other organizations and the community it serves.
3. Collaborate at regular intervals with the WBL site agency supervisor to further develop skills, realign expectations and duties, or change responsibilities.
4. Perform expected duties of the WBL site as outlined in expectations provided by your supervisor.
5. Identify emergency management techniques used from your WBL.
6. Examine the emergency management duties and responsibilities of your WBL site.
7. Analyze various types of exercises used by this organization and their specific purposes and objectives.
8. The mission of your WBL through personal and professional actions.
9. Effectively work with internal and external customers.
10. Relate prior academic theory to current work experience.
11. Working with your WBL supervisor and instructor, design and implement a feasible project plan.
12. Identify specific skills and knowledge required by working emergency managers.
13. Produce a project report.

**Credits:** 5

**Prerequisites:**

Preapproval of HSEM Internship Coordinator and Advisor.

**HSEM 250: Homeland Security Law and Ethics**

This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security. This course examines important laws and government frameworks relevant in emergencies including the Stafford Act, the Posse Comitatus Act, the Federal Volunteer Protection Act, and the National Incident Management System. Students will be introduced to the legalities and ethics relevant to organizing for counterterrorism, investigating terrorism and other national security threats, crisis and consequence management.

**Course Student Learning Outcomes**

1. Develop a working understanding of key legal and policy principles related to emergency management.
2. Analyze FEMA's role in policy, law and management.
3. Examine local, state, and federal relationships when it comes to introducing and implementing new laws and regulations.
4. Recognize the critical role of court decisions in clarifying the practical application of legislation and executive directives.
5. Analyze privacy concerns and constitutional protections regarding governmental information-gathering related to emergency management.
6. Examine important statutes and policies enacted post 9-11 and their impact on emergency management.
7. Differentiate between crisis management and consequence management policy and its evolution in response to events.

**Credits:** 3

**Prerequisites:**

HSEM 102 and HSEM 120 or Program Coordinator approval.

## Honors

**HONOR 160: Introduction to Honors Projects**

Students are introduced to faculty directed projects from a variety of academic fields. Student will use one of these projects, or identify a self-directed project, to complete the project component of the honors program.

**Course Student Learning Outcomes**

1. Students will be able to describe how knowledge is created and conveyed in humanities, mathematics, natural sciences and social sciences.
2. Students will use integrative knowledge to explain the meaning and importance of project work in humanities, mathematics, natural sciences and social sciences.
3. Students will identify a project topic and present a project abstract.

**Credits:** 2

**Prerequisites:**

Acceptance in the Honors Program.

**HONOR 220: Second Year Interdisciplinary Projects Seminar I**

In these two hour bi-weekly seminars students will make brief presentations on the nature objective and probing the nature of their individual projects and provide status updates. Students will contribute to the process of project development by evaluating the methods used to achieve a project's objective and probing the nature and outcomes of the project using an integrative knowledge approach to critical inquiry.

**Course Student Learning Outcomes**

1. Students will present the objectives of their project and the method(s) used to achieve those objectives.
2. Students will use an integrative knowledge approach to engage in critical inquiry. The goal is to provide feedback useful for project development.

**Credits:** 1

**Prerequisites:**

Acceptance in Honors Program.

### **HONOR 221: Second Year Interdisciplinary Project Seminar II**

In these two hour bi-weekly seminars students will make brief presentations on the nature of their individual projects and provide status updates. Students will contribute to the process of project development by evaluating the methods used to achieve a project's objective and probing the nature and outcomes of the project using an integrative knowledge approach to critical inquiry.

#### **Course Student Learning Outcomes**

1. Students will present the objectives of their project and the method(s) used to achieve those objectives.
2. Students will use an integrative knowledge approach to engage in critical inquiry. The goal is to provide feedback useful for project development.

**Credits:** 1

#### **Prerequisites:**

Acceptance in Honors Program.

### **HONOR 250: Honors Capstone Projects**

Students complete all aspects of their individual project, including background research activities, submission of a final product and its public dissemination; a critical examination of the project using integrative knowledge; and lastly, a self-reflective video on the project's value to their undergraduate experience. Students must receive a passing grade on their project to successfully complete the course. Prerequisite: Acceptance in the Honors Program.

#### **Course Student Learning Outcomes**

1. Students will use integrative knowledge to assess project work of others in humanities, natural sciences and social sciences.
2. Students demonstrate ability to design, complete, and present an honors project.
3. Students will use integrative knowledge to assess their own project and to reflect upon the project's value to their undergraduate experience.

**Credits:** 2

### **HONOR 290-292: Honors Project**

This course is for students completing the projects requirement of the Honors Program degree.

#### **Course Student Learning Outcomes**

Students will achieve their individual capstone project goals.

**Credits:** 1-2

#### **Prerequisites:**

Faculty permission for students in the Honors Program.

## **Hospitality and Ecotourism**

### **HOSP 100: Introduction to Hospitality**

Explore the hospitality and tourism industry including lodging, restaurants, managed services, recreation, theme parks, clubs, and gaming entertainment; and assemblies. Learn universal service standards, customer service for guests and key elements of professional service delivery.

#### **Course Student Learning Outcomes**

1. Describe the interrelated nature of hospitality and tourism and the characteristics of the hospitality industry.
2. Implement universal service standards.
3. Discuss success in service and describe appraise approaches to successful service.
4. Draw organizational charts for various divisions of a hotel.
5. Identify key areas and tasks for front and back of the house operations.
6. Summarize the skills required for concierge services.
7. Discuss the structure of management and operations for theme parks, attractions, cruises and clubs.
8. Describe different positions within and various activities related to the gaming entertainment.

**Credits:** 5

### **HOSP 110: Leadership & Management for Hospitality**

This class offers a comprehensive foundation of hospitality management, the world's largest industry. Explore the role of strategy in creating firm value and growth and stresses the relationship between leadership theory, strategic thinking and financial management for hospitality and tourism. Students will discuss structure and implementation, performance and environmental scanning.

#### **Course Student Learning Outcomes**

1. Describe the concept of strategic management as applied to the hospitality industry.
2. Discuss leadership strategies, visioning processes and the implications for leading change.
3. Manage, motivate and cross train teams and individual staff.
4. Formulate a performance standard system.
5. Recognize and practice cultural diversity in hiring and leading.
6. Utilize effective conflict resolution methods for a given problem.
7. Calculate occupancy percentages, average daily rates and actual percentage of potential rooms revenue.

**Credits:** 5

**HOSP 120: Ecotourism**

Overview of the socio-cultural, ecological, economic and community impacts of ecotourism. Explore ecoguide certification and sustainable dimensions of ecotourism from the perspective of conservation. Students will examine ecotourism governance and policy and create an ecotourism program plan.

**Course Student Learning Outcomes**

1. Describe the socio-cultural, ecological, economic and community impacts of Ecotourism on public and protected areas.
2. Compare and contrast Ecotourism with conventional tourism.
3. Identify core indicators of sustainable tourism such as site protection, social impact, critical ecosystems and local economy.
4. Discuss the nature-based foundation of Ecotourism as an alternative to conventional mass tourism.
5. Apply strategies for sustainable Ecotourism in the development of an Ecotourism program plan.

**Credits: 5**

**HOSP 130: Hospitality and Tourism Marketing**

Learn an integrative approach to hospitality sales from a team perspective. Analyze consumer behavior, promotion and sales for the hospitality and tourism industry. Develop a hospitality focused marketing distribution channel and promotional plan.

**Course Student Learning Outcomes**

1. Describe the role of marketing strategic planning for the hospitality industry.
2. Analyze consumer markets and buying behavior for the tourism industry.
3. Discuss information distribution and the impact of social media and globalization on the hospitality industry.
4. Explain how changes in the demographic and economic environments affect marketing.
5. Examine the hospitality and tourism marketing mix.
6. Explain internal marketing.

**Credits: 5**

**HOSP 140: Food and Beverage Management**

Learn dining room management including operations, budget, cost control, inventory, staffing, layout, and styles of service.

**Course Student Learning Outcomes**

1. Explain the importance of effective communication skills in restaurant and food service management.
2. Describe dining room service operations.
3. Apply strategies for food service team growth and development.
4. Monitor inventory and cost control.
5. Develop a food service budget.
6. Explain basic procedures to plan dining room layouts that promote employee productivity and guest experience.

**Credits: 2**

**HOSP 150: Sustainable Tourism Policy and Planning**

Overview of sustainable tourism policy and planning. Students will learn key concepts of tourism and the leisure industry including the development of tourism, tourism supply and demand, transport, accommodation, governance and sustainability in the tourism industry. Explore the future of regional, global, and heritage tourism.

**Course Student Learning Outcomes**

1. Discuss the importance of tourism at a global scale and reasons for its growth.
2. Distinguish between regional, global and heritage tourism.
3. Describe the many drivers of change in the tourism sector over the next decade.
4. Identify trends in consumer behavior related to the tourism industry such as travel-based learning and ecotourism.
5. Analyze the interconnections between different elements of tourism including accommodation, transport, attractions and tourism services.
6. Compare and contrast the significance of small and large businesses in the tourism sector.
7. Develop a plan for managing the impact of tourism on communities and the environment.

**Credits: 3**

**HOSP 215: Adventure Travel Leadership and Guiding**

This course will provide an overview of customer service, content delivery, and sustainability for adventure travel leadership and guiding. This course will provide a foundation for those interested in pursuing a career in Adventure Travel, as well as connecting existing professionals to international standards. This course will also examine issues and trends in the adventure travel industry and specifically those affecting guides, tour leaders, and instructors.

**Course Student Learning Outcomes**

1. Describe the key principles of adventure travel guiding.
2. Analyze the global adventure travel industry.
3. Apply interpretive guiding principles and practices.
4. Explain principles in sustainability for the adventure travel guide.
5. Evaluate customer service skills for the adventure travel guide.
6. Apply the core concepts of risk management and assessment to the role of guide.
7. Develop and present a plan for creating and delivering a guide experience.

**Credits: 5**

**HOSP 220: Technology in the Hospitality Industry**

Learn the basics of purchasing, implementing, maintaining, and effectively managing a variety of technology systems such as reservations systems, room management, guest accounting, property management, catering software, point-of-sale, food and beverage management, and security maintenance for technology.

**Course Student Learning Outcomes**

1. Identify and evaluate common technology systems used in hospitality operations.
2. Describe the various ways in which hospitality businesses use technology to process reservations and manage rooms.
3. Identify and explain the function of common Property Management (PMS) interfaces, which include point-of-sale systems, call accounting systems, energy management systems, electronic locking systems, and guest-operated devices.
4. Identify Payment Card Industry (PCI) and Data Security Standard (DSS) objectives and requirements.
5. Explain the functions and use of food and beverage management applications, including those concerning recipe and menu management, sales analysis, and pre/postcosting.
6. Identify and describe the catering software and accounting applications that are available to hospitality businesses.
7. Identify the various threats to technology systems and the security precautions that should be taken to keep those systems safe.

**Credits: 5**

**HOSP 230: Event Planning**

Overview of event planning, coordination and catering. Students will explore professional event coordination and develop a comprehensive event plan that focuses on guest experience. Learn catering operations including menu planning and design, pricing, equipment, and staffing.

**Course Student Learning Outcomes**

1. Define the breadth of event types and opportunities for professional event coordination.
2. Identify the food and beverage needs of the audience, participants, staff, and other stakeholders at an event.
3. Develop a strategy for creating and coordinating a comprehensive event experience.
4. Identify potential event sites and evaluate their suitability to select the best fit for an event.
5. Organize efficient, effective, and safe waste control plans including strategies to ensure a sustainable event environment.
6. Determine and procure suitable and effective collateral materials that will support the marketing strategies of an event.
7. Identify the staging and equipment needs to facilitate the functional requirements of the event environment.
8. Describe operational controls for catering including costing, presentation, pricing, production, purchasing and service.
9. Develop and present an event plan.

**Credits:** 5

**HOSP 250: Hotel Operations**

Learn best practices and future directions in the hotel operations management. Apply strategies for flow of the guest experiences, from reservation, arrival, and registration, to service purchasing, departure, billing, and record keeping. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Describe the structures of the traditional and modern hotel industry.
2. Demonstrate the ability to forecast availability and overbooking of hotel rooms.
3. Demonstrate ability to manage guest services from arrival to departure.
4. Draw connections to other hospitality functions, related industries, and the broader economy.
5. Classify hotel internationalization; green operations; financing sources; boutique and urban collections; and reservations strategy.

**Credits:** 5

**HOSP 290: Hospitality Internship**

This class will provide opportunities for Hospitality and Ecotourism students to participate in internships with local businesses.

**Course Student Learning Outcomes**

1. Acquire real world skills in a workplace setting based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.
2. Apply hospitality, tourism or ecotourism skills in a workplace setting based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.
3. Identify strengths and weaknesses related to workplace skills and behaviors based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.

**Credits:** 1-5

**Prerequisites:**

HOSP 100 and instructor permission.

## Human Development

**HUMDV 101: Success in the Online Classroom**

Overview of what to expect in an online course and how to make web-based learning more productive and rewarding. Meet in an online classroom that simulates a typical web-based learning environment. Students will learn how to use online courseware, navigate threaded discussions, locate articles and research materials, create an electronic presentation, and save electronic documents for presentation on the internet.

**Course Student Learning Outcomes**

1. Post messages to threaded discussions.
2. Locate a peer-reviewed article from the library database.
3. Differentiate between the credible and inappropriate internet and research sources.
4. Set priorities, and organize your time.
5. Download an electronic document and save it to a computer.
6. Submit an assignment document.
7. Define copyright, fair use, and plagiarism.
8. Present a topic in a PowerPoint presentation.
9. Attach a PowerPoint presentation a discussion board.
10. Start an ePortfolio.

**Credits:** 1

**HUMDV 103: Student Success Skills**

Develop the essential skills necessary to achieve student success through this fun and informative class. Students will learn effective communication skills, creative problem solving techniques, helpful decision making skills, how to establish a support network with other students, and how to set and achieve realistic goals. Class includes time on the outdoor stationary Challenge Course. No prerequisites. No text required.

**Course Student Learning Outcomes**

1. Solve problems which increase in difficulty; in a group setting, determine how to get entire group from point A to point B with minimal resources.
2. Make decisions that are in the individual's and group's best interest; as a group member, select a leader, decide upon the most efficient way to successfully accomplish a task; when mistakes are made, rethink decisions and analyze their effectiveness.
3. Communicate comprehensively and effectively; articulate triumph, fears, concerns, needs; be verbally and non-verbally supportive of other group member's triumph, fears, concerns, and needs; provide nonverbal feedback to group members.
4. Cooperate with group; take leadership role as well as follower role when necessary to accomplish task successfully; help others willingly without waiting to be approached; recognize a need and assist in taking care of that need.
5. Recognize and respect individual perceptions and diversity within a group; explain directions in a manner so that different group members can grasp them clearly.
6. Follow directions and complete activities.
7. Explain how the metaphor used to set up an imaginary problem connects with their real life and/or classroom situation; verbally articulate what the activity elements helped them learn about themselves and/or others and how that transfers into the classroom.

**Credits:** 1

**HUMDV 110: Career/Life Planning**

Explores career and life options that fit individual interests, needs, and skills through an informative, interactive process. Start with what you know about yourself and create a path for the future. Includes interest inventories, informational interviewing, job market information, and how to create effective resumes.

**Course Student Learning Outcomes**

1. Assess and discuss individual skills, values, interests, attitudes and approaches that inform career and life decision-making.
2. Evaluate occupational information and current labor market trends in the context of individual skills, interests, lifestyle and goals.
3. Articulate through writing the reasoning behind informed choices related to careers.
4. Research information on how and where one can acquire the experience and knowledge required for employment in a particular profession.
5. Build resumes and cover letters.
6. Research information on four-year colleges and degrees needed for selected careers.

**Credits:** 1-3

**HUMDV 112: Occupational Exploration**

Emphasis on informed choices relating to careers. Self-assessment, occupational information, and current labor market trends stressed. Assess individual skills, values, interests, attitudes, and approaches to decision-making.

**Course Student Learning Outcomes**

1. Student will become familiar with occupational information available.
2. Student will be able to use computer software and the Internet for occupational information.
3. Student will complete interest inventories, personality analysis, and values assessment designed to assist in career decisions.
4. Student will be able to clarify and/or validate occupational choices.
5. Students will be aware of other sources of information regarding career options both on and off campus.

**Credits:** 1-2

**HUMDV 114: Resume Writing**

Create general and/or targeted employment resumes, using functional and chronological formats. Includes information about effective resume presentation style and approaches to use for a particular employment objective.

**Course Student Learning Outcomes**

1. Distinguish between Functional Skills and several other resume styles.
2. Write a Functional Skills resume.
3. Write a professional cover letter to accompany the resume.
4. Evaluate the critical components to an effective thank you letter.
5. Write a professional thank you letter as a follow-up to an interview.

**Credits:** 1-2

**HUMDV 115: Interview Skills**

Utilize software and materials available in the Career Services Office to increase skills in interviewing. Participate in a mock interview at the conclusion of the course and receive feedback from the instructor.

**Course Student Learning Outcomes**

1. Be familiar with typical interview questions.
2. Student will practice responses to typical interview questions.
3. Student will be familiar with interview skills and business etiquette.
4. Student will be familiar with Internet resources regarding interviewing.
5. Student will have experience responding to interview questions.

**Credits:** 1-2

**HUMDV 120: Human Relations**

Survey of workplace skills, including communication, team building, problem solving, and leadership. Emphasis on concepts of perception, attitude, motivation, and ethics.

**Course Student Learning Outcomes**

1. Explain the importance of human relations in the workplace.
2. Acknowledge and apply differences in perceptions to group situations.
3. Define, analyze, and demonstrate communications skills in speaking and listening.
4. Describe and employ common strategies for problem solving and for conflict management.
5. Describe and apply effective group and team-building skills.
6. Illustrate the value of motivation, mission statement, and goal setting to organizations.
7. Identify steps in the change process and strategies for reducing and overcoming resistance to change.
8. Analyze sources and types of leadership and power.
9. Identify and apply guidelines for ethical behaviors.
10. Define human diversity and explain how it affects organizations.
11. Describe employee rights and responsibilities including health and wellness, workplace etiquette, and unions.
12. Prepare a resume and research good interviewing techniques.

**Credits:** 3

## Humanities

**HUM 131: Policy and Ethics in Healthcare I**

Policy and Ethics in Healthcare I introduces legal, ethical and regulatory issues in healthcare with an emphasis in professional nursing. Identifies an approach to ethical decision making in healthcare with utilization of the Jonsen model.

**Course Student Learning Outcomes**

1. Discuss legal, ethical and regulatory issues in professional nursing.
2. Identify a structured approach for ethical decision making in healthcare.
3. Discuss scope of nursing practice and scope of nurse decision making.

**Credits:** 1

**Prerequisites:**

Requires admission to the nursing program.



**HUM 232: Policy and Ethics in Healthcare II**

Policy and Ethics in Healthcare II is the second in a series of three courses. Focus is on policies related to management and leadership principles in health care, including but limited to: disparity of healthcare, resources, and the Affordable Care Act.

**Course Student Learning Outcomes**

1. Apply the scope of decision making to scenarios related to delegation, management and clinical practice.
2. Apply the nurse practice act, standards of care and agency policies and procedures that affect the scope of nursing practice and management and leadership in nursing.
3. Apply legal/ethical issues in professional nursing, to include but not limited to the role of the student nurse, nurse technician, the professional nurse and the nursing manager; including statutory, regulatory and common laws as they relate to the practice settings.

**Credits:** 2

**Prerequisites:**

HUM 131.

**HUM 233: Policy and Ethics in Healthcare III**

Policy and Ethics in Healthcare III is the third in a series of three courses. Focus is on policies, ethics, and legal issues related to overall practice in healthcare professions. Includes local, state, national, and global perspectives of policies, legalities and ethics in healthcare.

**Course Student Learning Outcomes**

1. Explore how laws, ethical practice and policies are changed in nursing and healthcare.
2. Apply principles of ethical decisions using the Jonsen Model in the profession of nursing to various scenarios across the lifespan.
3. Apply the principles of policies and ethics to scenarios for the patient who is critically ill, experiencing disaster and in the context of community health.
4. Explore national and global policies and ethics in healthcare and nursing with comparison to our regional policies and ethics.

**Credits:** 2

**Prerequisites:**

HUM 232.

**HUM 265: Special Topics in Humanities**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Analyze through critical writing the importance of the humanities to education and culture.
2. Understand how creative works reflect human values in various eras and cultures.
3. Discuss commonalities among diverse art forms and fields of study within the humanities, especially pertaining to the theme of the value of humanities in education and culture.
4. Explore the complex and often symbolic relationship between the arts/humanities and the sciences.

**Credits:** 1-3

## Information Studies

**INFO 101: Research in Health and Social Sciences**

Introduction to finding information in the allied health fields (nursing, radiology, technologist, dental hygienist, healthcare assistant) covering how research is produced and organized, how to analyze a clinical question, how to conduct a search strategy using print and web-based sources, and how to evaluate information found.

**Course Student Learning Outcomes**

1. Clearly articulate a need for health information.
2. Locate multiple relevant sources of health information for a particular need.
3. Evaluate information and its sources using a set of criteria.
4. Apply information from a variety of sources to a specific purpose.
5. Reference information sources using APA style.

**Credits:** 2

# Information Technology

## IT 107: Introduction to Networking

This course is an introduction to technologies, terminology, and skills used in the world of data networking. Emphasis is on practical applications of networking and computer technology to real-world problems, including home and small-business network setup. You will perform a variety of hands-on and case project activities combined with your reading activities that will reinforce each of the course objectives. This course maps to CTCITC 115: Introduction to Networking.

### Course Student Learning Outcomes

1. Describe the basic hardware, software and services components used in network systems.
2. Compare and contrast the alternatives in LAN media, topologies, access methods, and media.
3. Demonstrate a layered approach to networking. (For example the open connection (OSI) reference model).
4. Identify and evaluate appropriate media for networks (such as cabling, wireless, fiber, etc.).
5. Evaluate appropriate network media topologies.
6. Describe the major network layer protocols with an emphasis on IPv4 and/or IPv6, including addressing, subnetting, network address translation and IP configuration.
7. Given a scenario, perform subnetting.
8. Describe the major functions of network operating systems and directory services.
9. Troubleshoot networks using standard troubleshooting tools.
10. Describe the advantages/disadvantages of various network protocols.
11. Select or determine appropriate network security process or approach for given situations.
12. Build a (simple) network using routers and switches.

**Credits: 5**

## IT 111: Fundamentals of Information Technology

This course provides an overview of information technology (IT) with emphasis on making technical and business decisions. The course will introduce students to a variety of IT areas and identify their connections. Course topics include: office productivity applications, basic computer hardware, networking and security, and webpage creation and programming. Problem-based learning will be used to stress employability skills such as teamwork, written and oral communication, problem solving, trouble shooting, and project management. Students will also research an IT career path and describe the opportunities and the requirements needed for employment. Course maps to CTCITC 110 course.

### Course Student Learning Outcomes

1. Distinguish the functions of hardware, software, data, procedures, and people in a business computer system.
2. Identify the major hardware elements of a computer system and describe the purpose of each element.
3. Recognize the role of and use a variety of widely-used software packages including spreadsheets, word processors, databases, and presentation software.
4. List the major functions of the operating system and demonstrate how to use its essential features and commands.
5. Describe the programming process and the role of software in solving business-related problems.
6. Give examples of how communications and network technologies are used.
7. Explain the role of and use of the Internet.
8. Outline the requirements for choosing specific hardware systems and software packages.
9. Discuss the role of information and how management information systems (MIS) are developed and used in an organization.
10. Summarize what a database is including database terminology and the role it plays in a business environment including how it is used on the Web.
11. Discuss how multimedia can be used to enhance communication.
12. Recognize prominent computer-related ethical, security, privacy, and legal issues.
13. Give examples of career opportunities in the technology sector.

**Credits: 5**

**IT 114: Database Design and Implementation**

Introduction to the principles of database management systems. Topics include database system architecture, data models, theory of database design, query optimization, concurrency control, crash recovery, and storage strategies. This course maps to the CTCITC 114: Database Design and Implementation course. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Summarize the purpose of database management systems and the role of database administrators.
2. Describe the process of analysis of client needs, design of data models, and implementation of databases in modern relational database management system software.
3. Analyze a scenario to identify the business rules and customer requirements to be included in a data model.
4. Distinguish between conceptual data models, logical data models and physical data models.
5. Describe the relational model and the principles of relational database design.
6. Employ Entity-Relationship diagramming tools to model data.
7. Demonstrate the process of normalizing relationships in tables.
8. Apply database design patterns in data modeling.
9. Use SQL statements to create a new database and modify an existing database.
10. Use SQL statements to select, sort, and filter data within a database.
11. Differentiate between an administrator/developer's view of the database (tables, queries) versus a user's view of the database (forms, reports, and custom user interfaces).
12. Identify ethical issues and regulations relating to data and databases.
13. Discuss database security issues (such as role-based access, data encryption, and SQL injection).
14. Give examples of the various types of testing relating to databases (for example, application software testing, data integrity testing, user testing).

**Credits: 5**

**IT 156: Introduction to Operating Systems**

Provides an overview of current and future mainstream features of the Windows client and server operating systems. Instruction will be reinforced with examples and exercises performed on the operating system. The student should be familiar with computers. No previous experience with Windows operating systems is required. Course maps to CTCITC 116.

**Course Student Learning Outcomes**

1. Demonstrate overall understanding of an operating system.
2. Describe concepts of computer systems management.
3. Use command line effectively to: Create command shells and shell programming. Generate batch shells. Log on and off.
4. Use the file system to organize and access data.
5. Demonstrate programming principles using scripting.
6. Navigate user interface.
7. Understand security issues, risks.
8. Work with jobs and functions.
9. Manage print functions.
10. Configure devices.
11. Understand network and internet configurations.
12. Navigate file system, perform configuration, and set permissions.
13. Use operating tools to process data.
14. Use the operating system's editing programs to create and modify text files.
15. Use the operating system's tools to communicate with other users.
16. Describe inherent limitations and responsibilities in system level controls.
17. Perform input/output redirection.

**Credits: 5**

### **IT 162: Upgrading and Maintaining Your PC**

Hands-on experience in building and maintaining a PC. Covers topics from the A+ essentials exam. Each student will build at least three computers and adjust hardware and software for best performance. Each student will load a variety of operating systems and applications during the class.

#### **Course Student Learning Outcomes**

1. Explain the roles of PC technician including protection, safety, human relations.
2. Describe and demonstrate installation of system components and Peripheral devices.
3. Describe and understand storage devices and managing RAID arrays and optimizing disk performance.
4. Describe the network components and demonstrate network addressing and protocols.
5. Explain how to select, install, configure and manage printers, and describe printer languages.
6. Describe portable computing devices and how they work.
7. Explain and show how to update and protect a system, manage virtual memory, system errors and system recovery.
8. Explain the elements of pre-installation, installation and post installation of the Windows Operating Systems.
9. Describe the location of system files, file extensions and file attributes, and the commands to manage files. Configure NTFS permissions, change file ownership, share a file, and work with offline files.
10. Demonstrate the basics of securing a computer system including BIOS security, encryption, configuring firewalls, etc.

**Credits: 5**

### **IT 225: Windows Domains**

This course introduces Windows Server operating systems through the implementation and administration of Windows Servers in a virtual Network environment. Topics include server roles and features, best practices in server configuration and administration, and server participation in a network environment. This course tracks to Microsoft's MCSA Certification for Servers but does not cover all topics in those exams and is not designed to fully prepare students for certification.

#### **Course Student Learning Outcomes**

1. Design a Windows Domain.
2. Discuss common Windows Server Roles and Features.
3. Build a Windows Domain within Hyper-V.
4. Construct an Active Directory Structure within a Windows Domain.
5. Discuss security considerations in the context of a Windows Domain.
6. Compare backup strategies for different Windows Server roles and workloads.

**Credits: 5**

### **IT 260: Introduction to Unix/Linux Systems Administration**

An introduction to the Unix/Linux operating system and Unix/Linux system administration. Prepares student for CompTIA Linux+ Part A exam.

#### **Course Student Learning Outcomes**

1. Analyze problems and design Linux/UNIX solutions using shell command files and scripts.
2. Describe how Linux/UNIX supports processes, memory management, input/output, and the file system.
3. Describe the functions of an operating system.
4. Describe the main Linux/UNIX system administration tasks.
5. Employ common Linux/UNIX shell features including I/O redirection, piping, command substitution, and simple job control.
6. Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language.
7. Set up a Linux/UNIX environment.
8. Use common and advanced Linux/UNIX utilities.

**Credits: 5**

**IT 271-274,276: Information Technology Internship**

This class will provide opportunities for Information Technology students to participate in internships with local businesses.

**Course Student Learning Outcomes**

1. Acquire real world skills in a workplace setting based on the criteria identified.
2. Apply Information Technology skills in a workplace setting based on the criteria identified in the learning contract agreed upon by the student, instructor, and the internship supervisor.
3. Identify strengths and weaknesses related to workplace skills and behaviors based on the criteria identified in a learning contract agreed upon by the student, instructor and the internship supervisor.

**Credits:** 1-5

**Prerequisites:**

IT 111, IT 162, and IT 212 or instructor approval.

**IT 299: Integrated Study-Honors**

In this capstone honors course, students will complete a project relevant to their career pathway and program. The project will integrate at least two business and IT programs (Business Administration, Administrative Office Systems, Computer Applications Technology, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project.

**Course Student Learning Outcomes**

1. Complete a project relevant to learning pathway and program.

**Credits:** 2

**Prerequisites:**

Completion of 60 credits in the BUS/ IT program of study with a GPA of 3.5 or higher; and completion of the English course required in the BUS/ITprogram of study.

## Integrated Studies

**IS 101: Understanding the Humanities**

Introduction to a range of artistic and intellectual expressions of what it means to be human. Areas explored may include architecture, dance, film, language, literature, music, painting, philosophy, photography, sculpture, and/ or theater. Discussion of these expressions, themes and styles, as well as their cultural, historical, and theoretical contexts. (H)

**Course Student Learning Outcomes**

1. Identify and describe major forms of artistic and intellectual expression.
2. Explain the history of the forms of expression, their principle elements and styles, and some of their best known examples.
3. Discuss how the forms of expression affect human identity formation and emotional development.
4. Explain how the forms of expression enhance the understanding of humanity's social and cultural development.
5. Discuss the value of diversity in the forms of expression.

**Credits:** 5

**IS 102: Comparative Arts**

Exploration of thematic and stylistic connections between art forms, focusing on both theory and creative application. Art forms may include painting, photography, sculpture, dance, poetry, fiction, theater, film, and music. (H)

**Course Student Learning Outcomes**

1. Identify major art forms and explain their development, their principle elements and styles, and some of the best known examples of each.
2. Describe the thematic and stylistic connections between different art forms.
3. Discuss the value of diversity in artistic expression.
4. Discuss how art affects human beings, including why it occurs and how it functions in society.
5. Explain how art enhances the understanding of what it means to be human.

**Credits:** 5

**IS 103: Women's Voices Arts and Humanities**

Exploration of women's voices and works in the Arts and Humanities from specific time periods and mediums. (H)

**Course Student Learning Outcomes**

1. Read actively and analytically about individuals' and cultures' values, practices, behaviors, and expectations;
2. Read actively and analytically about intersectionality and how identity markers such as gender, race, economic class, education level, immigration status, nationality, religion, ability, and sexuality shape a sense of self, community, and world;
3. Identify themes in contemporary women's writing and art and reflect on and discuss art and literature with classmates, including acknowledging different viewpoints and respectfully engaging with course concepts and texts;
4. Evaluate and challenge assumptions and conclusions—both one's own and others';
5. Accept personal academic responsibility including class participation and prompt and thorough completion of assignments;
6. Use tools of self-assessment to evaluate knowledge and skills in reading, writing, and analysis.
7. Explore, discover, and express ideas about the humanities;
8. Write unified, coherent and well-developed pieces controlled by a central argument, supported with specific examples from texts, and edited for correct grammar, punctuation, mechanics, and usage.

**Credits: 5**

**IS 105: Popular Culture**

Historical as well as cross-cultural study of popular literary and nonliterary texts, such as novels, magazines, comic books, films, television shows, advertisements, social media, superhero tales, music videos, and fashion trends. Focus on popular myths, icons, heroes, and/ or rituals that have affected peoples' lives and attitudes. (H)

**Course Student Learning Outcomes**

1. Explain what culture and popular culture are.
2. Discuss the values, practices, behaviors, norms, and expectations of cultures.
3. Discuss the structure and development of popular culture.
4. Identify how people consume popular culture.
5. Discuss the influence popular culture has on the identity of the individual, the community, the nation, and the world.
6. Discuss the larger cultural trends in modern American society.
7. Analyze the complexity of cultural texts, and analyze what the authors are communicating and how these texts relate to one's own beliefs and experiences.
8. Explain how the medium and genre of a text influences its meaning.

**Credits: 5**

**IS 107: History of Reason**

Exploration of a theme, area of knowledge, or period of intellectual history, focusing on seminal ideas and paradigm shifts.(H)

**Course Student Learning Outcomes**

1. Discuss the processes involved in the advancement of knowledge.
2. Discuss the seminal ideas associated with specific themes, area of knowledge, or periods of intellectual history.
3. Explain the historical context within which important intellectual (ie. Scientific, sociological, cultural, philosophical, mathematical) breakthroughs were developed.
4. Explain the paradigm shift that accompanies important intellectual discoveries.
5. Discuss the impact, the breakthroughs, and discoveries have had on modern life.

**Credits: 5**

**IS 109: Introduction to Indigenous Humanities**

Introduction to a range of artistic and intellectual expressions of what it means to be human with particular attention to distinct paradigms that reflect indigenous history, culture, arts, and philosophies. Areas of attention/concentration include but are not limited to architecture, dance, film, language, literature, music, painting, philosophy, sculpture, and performance. (H)

**Course Student Learning Outcomes**

1. Read actively and analytically
2. Engage with the complexities of the humanities (including literature, film, performance) by thinking creatively and logically about what the creator is communicating
3. Analyze personal attitudes and knowledge reflecting one's identity, including specific ways in which values shape ethics and participation in community
4. Engage in group discussions focused on various examples of arts and humanities
5. Compare conventional (western) humanities with indigenous humanities through studies of specific disciplinary and interdisciplinary examples of humanities discourse and expression
6. Evaluate and challenge assumptions and conclusions—both one's own and others'
7. Employ accurate grammar and mechanics in written work

**Credits:** 5

**IS 150: Foundations of Knowledge**

An introductory course that explores the nature of knowledge and its pursuit from the primary academic disciplines of mathematics, humanities, natural sciences and social sciences. An emphasis is placed on establishing linkages across these disciplines to expand the realm of possible discourse. Students will develop and apply critical thinking, communication, and self-assessment skills, along with the ability to integrate multiple perspectives. As part of the class, students will engage in interdisciplinary readings and discussions of seminal ideas on a common theme to be determined by the instructor. This class may include students from multiple sections. (H)

**Course Student Learning Outcomes**

1. Define and discuss major theories of knowledge.
2. Apply, compare, and assess different disciplinary approaches as they apply to complex themes or problems.
3. Develop and demonstrate critical thinking skills.
4. Develop and demonstrate information literacy skills.
5. Communicate ideas clearly in both oral and written form.
6. Assess one's own learning through ongoing self-assessment exercises.
7. Demonstrate and develop strong interpersonal/team skills.
8. Apply interdisciplinary perspectives to discussions of the course theme.

**Credits:** 5

**Prerequisites:**

Eligibility for ENGL& 101.

### **IS 201: Service Learning**

This course combines meaningful service experience with selected resources, assignments and selfreflection to build real- world professional competencies. Through a service project with a local community partner, students will gain hands-on experience as it relates to their academic area of interest. This course goes beyond internships and volunteer work by empowering students to apply classroom learning to current social issues and community needs. Course meetings and activities are built around learner-centered reflection, peer discussion and field experiences for a variety of disciplines. (E)

#### **Course Student Learning Outcomes**

1. Develop a professional relationship with a nonprofit community partner, understanding its mission, programs, and people served, and emphasizing the social or environmental issues addressed by the partner.
2. Identify how theories or concepts from your area of study have contributed to your understanding about the service placement you completed and issues/problems facing the community in which you served.
3. Articulate the value of civic engagement through reflection and building self-awareness and personal contribution to practice and community.
4. Demonstrate critical thinking through understanding developed during service, including the identification, framing, resolving, and readdressing of social issues or problems.
5. Facilitate workplace behaviors and community engagement by combining personal responsibility, initiative, communication and emotional awareness and control.
6. Summarize the applied learning resulting from service experience, how it will be applied in the future, and individually and collectively reflect on the personal value of that experience.

**Credits:** 5

**Prerequisites:**

ENGL& 101

## **Intensive English Language Studies**

### **IELS 81: Intensive English-Basic Level-Reading**

This course is for non-native English speakers who wish to improve their English. The course will focus on reading comprehension and vocabulary development at the low- intermediate level. This class will include students from multiple sections.

#### **Course Student Learning Outcomes**

1. Use a monolingual learner dictionary to identify word stress, word form, and word.
2. Develop vocabulary knowledge through identifying common stems and affixes, word form and word families.
3. Apply knowledge of grammar, punctuation, word parts and context clues to make guesses of target vocabulary of basic- level reading passages.
4. Apply pre-reading strategies to activate schemata and predict content of basic texts.
5. Identify topic sentences and main ideas and sequence of events in basic ESL texts.
6. Identify transition signals to determine patterns of organization in basic ESL texts.
7. Compose a controlled summary of 3-5 sentences which states the topic and main ideas from a short basic level ESL reading paragraph.
8. Identify the setting, main events, climax and resolution of ESL readers at the basic level.
9. Compose a controlled summary of the text in writing.
10. Respond verbally and in writing, to basic level texts by drawing connections between personal experiences and/or world knowledge to the assigned text.

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas. Non-transferable.



**IELS 82: Intensive English-Basic Level-Writing**

This course is for non-native English speakers who wish to improve their English. The course will focus on writing and grammar skills at the low-intermediate level. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply pre-writing techniques (such as listing and clustering) to generate ideas.
2. Write about topics related to personal interests with basic fluency and control.
3. Limit topics using logical subdivisions.
4. Compose short paragraphs based on a topic sentence.
5. Utilize basic cohesive devices (listing and sequence words).
6. Utilize simple and compound sentences in writing.
7. Demonstrate awareness of basic sentence structure.
8. Demonstrate control over basic grammatical structures and vocabulary.
9. Utilize appropriate punctuation to indicate sentence boundaries.
10. Develop level-appropriate self-editing strategies (use of dictionary and spell check for spelling, proofreading for capitalization and end punctuation).
11. Use basic writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas. Non-transferable.

**IELS 83: Intensive English-Basic Level-Listening**

This course is for non-native English speakers who wish to improve their English. The course will focus on listening and speaking skills at the low-intermediate level. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Express ideas fluently, accurately, and appropriately in spoken American English at a high-beginning level.
2. Comprehend and respond appropriately to spoken American English at a high-beginning level.
3. Demonstrate high-beginning knowledge and use of American cultural conventions in oral communications.

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas. Non-transferable.

**IELS 84: Intensive English-Intermediate Level-Reading**

This course is for non-native English speakers who wish to improve their English. The course will focus on reading comprehension and vocabulary development at the intermediate level. This course is for non-native English speakers who wish to improve their English. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Use a monolingual learner dictionary to determine pronunciation, word form, and word meaning.
2. Develop vocabulary knowledge through basic knowledge of stems/affixes, synonyms, word families.
3. Apply knowledge of grammar, punctuation, word parts and context clues to make informed guesses of target vocabulary of intermediate level reading passages.
4. Apply pre-reading strategies to activate schemata and predict content of intermediate texts.
5. Identify topic sentences and main ideas; discern major from minor details in intermediate-level texts.
6. Identify transition signals to determine patterns of organization in intermediate ESL textbooks.
7. Compose a guided summary of 8-12 sentences which paraphrases the topic sentence, main ideas, and major details from a short, intermediate level ESL academic reading paragraph.
8. Identify the setting, main events, climax and resolution of intermediate fictional texts.
9. Compose a simple summary and critique of intermediate fictional texts.
10. Respond thoughtfully, verbally and in writing, to intermediate level texts by drawing connections between personal experiences and/or world knowledge to the assigned texts.

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 81. Non-transferable.

**IELS 85: Intensive English-Intermediate Level-Writing**

This course is for non-native English speakers who wish to improve their English. The course will focus on writing and grammar skills at the intermediate level. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply pre-writing techniques (such as free-writing, listing, clustering, outlining) to generate ideas.
2. Write about topics related to personal and academic interests with intermediate fluency and control.
3. Limit topics using logical subdivisions.
4. Write topic sentences with a specific topic and controlling idea.
5. Compose organized and developed paragraphs.
6. Utilize cohesive devices appropriately.
7. Compose a relevant title.
8. Utilize sentence variety (simple, compound, and complex) in paragraph writing.
9. Demonstrate control of basic sentence structure.
10. Demonstrate control over intermediate grammatical structures and vocabulary.
11. Utilize appropriate punctuation to indicate sentence boundaries.
12. Apply guided peer, self-revision and editing strategies to improve earlier drafts.
13. Understand concepts of intellectual property and academic honesty.
14. Recognize plagiarism and how to avoid it.
15. Use standard writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 82. Non-transferable.

**IELS 86: Intensive English-Intermediate Level-Listening**

This course is for non-native English speakers who wish to improve their English. The course will focus on listening and speaking skills at the intermediate level. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Express ideas fluently, accurately, and appropriately in spoken American English at an intermediate level.
2. Comprehend and respond appropriately to spoken American English at an intermediate ESL level.
3. Demonstrate intermediate knowledge and use of American cultural conventions in oral communications.

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 83. Non-transferable.

**IELS 87: Intensive English-High Intermediate Level-Read**

This course is for non-native English speakers who wish to improve their English. The course will focus on academic reading and vocabulary skills at the high-intermediate level.

**Course Student Learning Outcomes**

1. Competently and independently use a monolingual learner dictionary.
2. Develop vocabulary knowledge through intermediate knowledge of stems/affixes, synonyms, word families.
3. Apply knowledge of grammar, punctuation, word parts and context clues to make informed guesses of target vocabulary of academic texts.
4. Apply pre- and during reading strategies to a variety of academic texts.
5. Identify and articulate main ideas, both stated and inferred, and important details in academic, journalistic, and literary prose at the high-intermediate level.
6. Annotate effectively for active reading and increased comprehension and retention.
7. Identify transition signals and cohesive devices to identify patterns of organization and important ideas.
8. Distinguish fact from opinion in level-appropriate texts.
9. Compose a summary of high-intermediate level text in which the main ideas and major details are accurately paraphrased.
10. Identify the setting, main events, climax, resolution and theme of high-intermediate level fictional texts.
11. Summarize and critique high-intermediate-level fictional texts using textual support.
12. Respond thoughtfully and critically, verbally and in writing, to high-intermediate texts by drawing connections between personal experiences, world knowledge and/or other readings to the assigned text.

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 84. Non-transferable.

**IELS 88: Intensive English-High Intermediate Level-Writing**

This course is for non-native English speakers who wish to improve their English. The course will focus on academic writing skills at the high-intermediate level.

**Course Student Learning Outcomes**

1. Apply pre-writing techniques (such as free-writing, listing, clustering, outlining), to generate ideas.
2. Write about a variety of topics, both concrete and abstract, with high-intermediate fluency and control.
3. Limit topics using logical subdivisions.
4. Develop a thesis statement that addresses a specific purpose and audience.
5. Compose organized and developed multi-paragraph essays.
6. Utilize a variety of cohesive devices effectively.
7. Utilize sentence variety (simple, compound, complex, compound-complex) in essay writing.
8. Demonstrate control of sentence structure types.
9. Demonstrate control over syntax.
10. Demonstrate control over intermediate grammatical structures and vocabulary.
11. Utilize complex grammatical structures.
12. Demonstrate a high-intermediate understanding of usage and mechanics.
13. Apply strategies of peer feedback, error analysis, revision, and editing of written work to strengthen earlier drafts.
14. Demonstrate ability to proofread and edit text.
15. Understand the principles and practices associated with academic integrity including research, borrowing strategies, and citation.
16. Use standard writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

**Credits:** 6

**Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 85. Non-transferable.

### **IELS 89: Intensive English-High Intermediate Level-Listen**

This course is for non-native English speakers who wish to improve their English. The course will focus on academic listening and speaking skills at the high-intermediate level.

#### **Course Student Learning Outcomes**

1. Express ideas fluently, accurately, and appropriately in spoken American English at a level approaching that required in first-year college courses.
2. Comprehend and respond appropriately to spoken American English at a level approaching that required in first-year college courses.
3. Develop and demonstrate effective notetaking strategies of academic lectures at a level approaching that required in first-year college courses.
4. Demonstrate knowledge of and use American cultural conventions in oral communications at a level approaching that required in first-year college courses.

**Credits:** 6

#### **Prerequisites:**

On-campus assessment in all skill areas or successful completion of IELS 86. Non-transferable.

## **Klallam**

### **KLA 121: Introduction to the Klallam Language**

An introduction to the basics of Coast Salish languages focusing on Klallam, the language of the northern Olympic Peninsula. After covering the sound system and alphabet with practice in listening, spelling, and pronunciation, the course will introduce the fundamental transitive and intransitive grammatical constructions with an emphasis on useful phrases. This class may include students from multiple sections. (E)

#### **Course Student Learning Outcomes**

1. Pronounce words properly in Klallam.
2. Demonstrate accurate hearing and understanding of Klallam useful phrases.
3. Demonstrate an understanding of the beauty and complexity of the language.

**Credits:** 5

### **KLA 122: Klallam Language II**

This is a continuation of KLA 121. The class will continue deepening and expanding students' understanding of the Klallam language. The class will intensify instruction with more emphasis on transitive, reciprocal, reflexive grammatical constructions, including question construction. These will be covered with ample practice in use. This class may include students from multiple sections. (E)

#### **Course Student Learning Outcomes**

1. Apply newly-learned Klallam grammatical constructions through a variety of written and oral assignments at the basic level.
2. Demonstrate the ability to have basic conversations, asking and answering questions.
3. Demonstrate an understanding of the beauty and complexity of the Coast Salishan languages.

**Credits:** 5

#### **Prerequisites:**

Completion of KLA 121.

### **KLA 123: Klallam Language III**

This is a continuation of KLA 122. We will continue deepening and expanding our understanding of the Klallam language. More on transitive and passive constructions; expressions of time, place, and path; discourse structure and storytelling patterns will be covered with ample practice in use. This class may include students from multiple sections. (H)

#### **Course Student Learning Outcomes**

1. Apply new Klallam language vocabulary through a variety of written and oral assignments.
2. Demonstrate novice level of proficiency in listening, reading, writing, and speaking in Klallam.
3. Demonstrate an understanding of the grammar of the Klallam language.

**Credits:** 5

#### **Prerequisites:**

Completion of KLA 122.

**KLA 221: Klallam Language IV**

Continuation of KLA 123. Mastery of listening, reading, writing, and speaking; review of previous material; introduction to Klallam traditional tales and lore. Learner-centered instruction focusing on translation and analysis of recorded Klallam narratives and conversation. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Klallam.
2. Apply new Klallam vocabulary through a variety of written and oral assignments.
3. Apply appropriate grammatical structures.
4. Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
5. Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

**Credits:** 5

**Prerequisites:**

Completion of KLA 123, or permission of instructor.

**KLA 222: Klallam Language V**

Continuation of KLA 221. Mastery of listening, reading, writing, and speaking; review of previous material; continued exploration of Klallam traditional tales and lore. Learner-centered instruction focusing on translation and analysis of recorded Klallam narratives and conversation. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Klallam.
2. Apply new Klallam vocabulary through a variety of written and oral assignments.
3. Apply appropriate grammatical structures.
4. Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
5. Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

**Credits:** 5

**Prerequisites:**

Completion of KLA 221, or permission of instructor.

**KLA 223: Klallam Language VI**

Continuation of KLA 222. Mastery of listening, reading, writing, and speaking; review of previous material; continued exploration into Klallam traditional tales and lore. Learner-centered instruction focusing on translation and analysis of recorded Klallam narratives and conversation. This class may include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Klallam.
2. Apply new Klallam vocabulary through a variety of written and oral assignments.
3. Apply appropriate grammatical structures.
4. Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
5. Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

**Credits:** 5

**Prerequisites:**

Completion of KLA 222, or permission of instructor.

## Math - Applied

**AMATH 121: Applied Math for Professional & Tech Programs I**

College mathematics used in professional and technical programs. Content includes mathematical modeling and applications employing numerical operations; measurements; geometry; linear and nonlinear equations; exponent, radical, and polynomial operations; functions; formulas; plane analytical geometry with graphing; and an introduction to trigonometry.

**Course Student Learning Outcomes**

1. Simplify numerical expressions.
2. Convert and compute measurements.
3. Simplify algebraic expressions.
4. Solve equations and formulas.
5. Solve and graph linear functions.
6. Analyze and interpret statistical data.
7. Apply elementary geometric concepts.
8. Apply elementary right triangle trigonometry concepts.

**Credits:** 5

**Prerequisites:**

MATH 063/064 or acceptable placement test score.

# Mathematics

## **MATH& 107: Math in Society**

A study of a variety of mathematical topics for non-science majors. The topics covered may differ between sections, but may include problemsolving strategies, logic, set theory, number theory, mathematics of finance, probability and statistics, or geometry. This class will include students from multiple sections. (QS,NS)

### **Course Student Learning Outcomes**

1. [MR] Mathematical Reasoning: Students will read a complex problem requiring quantitative and/or symbolic analysis, use flexibility in selecting a solution strategy, and impose an appropriate mathematical structure or mathematical procedure in solving the problem.
2. [MH] Mathematical Habits of Thought: Students will determine the reasonableness and implications of mathematical solutions, and will recognize the limitations of the methods used in context.
3. [MDM] Mathematical Decision-Making: Students will apply mathematical processes and solutions in making personal and societal choices.
4. [MC] Mathematical Communication: Student will use appropriate representations to effectively communicate, orally and in writing, quantitative results and mathematical processes.
5. [MS] Mathematical Symbols, Techniques & Computation: Students will demonstrate proficiency in the skills supporting mathematical understanding.

**Credits:** 5

### **Prerequisites:**

P in MATH 90/91 or equivalent.

## **MATH& 141: Precalculus I**

Analysis of linear, quadratic, polynomial, exponential, logarithmic, rational, and radical functions and their graphs; linear and nonlinear inequalities; systems of equations; and matrices. This class may include students from multiple sections. (QS, NS)

### **Course Student Learning Outcomes**

A student who successfully completes this class with a grade of 2.0 or better should be able to:

1. State the concept of a function algebraically, numerically, graphically, and verbally.
2. Use function notation to evaluate functions.
3. Perform the algebra of functions including composition
4. Find equations of lines.
5. Read and interpret graphs of functions.
6. Graph basic functions using transformations.
7. Evaluate and graph piecewise functions.
8. Perform the algebra of functions including composition.
9. Solve quadratic equations and inequalities.
10. Find the vertex of a quadratic function.
11. Find the extrema of functions given their graphs.
12. Describe the end behavior of a polynomial function.
13. Find real and complex zeros of a polynomial function.
14. Determine intervals where a function is increasing, decreasing, and constant
15. Graph a rational function by finding all asymptotes and intercepts.
16. Solve rational equations and inequalities.
17. Find the inverse of a function.
18. Use the properties of logarithms to simplify or solve exponential and logarithmic expressions and equations.

**Credits:** 5

### **Prerequisites:**

P in MATH 98/99 or MATH& 148 or equivalent.

**MATH& 142: Precalculus II**

Conic sections; trigonometric functions; identities, inverse trigonometric functions; trigonometric equations; solutions of right triangles, laws of sines and cosines; vectors, polar coordinates, and complex numbers, sequences, series, binomial theorem. This class will include students from multiple sections. (QS, NS)

**Course Student Learning Outcomes**

A student who successfully completes this class with a grade of 2.0 or better should be able to:

1. Graph the conic sections: circle, ellipse, parabola, and hyperbola
2. Identify all conic sections
3. Find the equation for each conic section
4. Find foci, directrix, vertices, and eccentricity
5. Convert from degrees to radians and from radians to degrees
6. Find arc length
7. Define the six trigonometric functions
8. Perform right triangle trigonometry
9. Use reference angles to determine trigonometric values of oblique angles
10. Graph trigonometric functions using phase shift, period, and amplitude
11. Use the sum and difference, double angle, and half-angle identities
12. Verify trigonometric identities
13. Solve trigonometric equations
14. Use the Law of Sines and the Law of Cosines to solve triangles
15. Find the magnitude and direction angle of a vector
16. Perform vector operations, including the dot product of two vectors.
17. Find the angle between two vectors
18. Convert a complex number in rectangular form into polar (trigonometric) form and vice versa.
19. Use De Moivre's Theorem to find a power of a complex number
20. Find the roots of a complex number
21. Convert a rectangular equation to polar equation and vice versa.
22. Convert parametric equations to a rectangular equation and vice versa.
23. Apply and extend concepts to various problems

**Credits:** 5

**Prerequisites:**

2.0 or higher in MATH& 141 or equivalent.

**MATH& 146: Introduction to Stats**

Introduction to methods and applications of elementary descriptive and inferential statistics; summarizing data graphically and numerically, probability, confidence intervals, hypothesis testing, correlation and linear regression. This class will include students from multiple sections. (QS, NS)

**Course Student Learning Outcomes**

1. Communicate statistical ideas with appropriate notation and terminology.
2. Describe, interpret and analyze data for one and two variables using verbal, numerical, and graphical representations.
3. Examine populations by analyzing probability and randomness in data.
4. Apply and interpret a variety of inferential statistical techniques.
5. Determine, analyze, and apply correlation and linear regression models.
6. Analyze and assess statistical arguments like those found in the popular press as well as in scholarly publications.
7. Use technology appropriately and efficiently.

**Credits:** 5

**Prerequisites:**

P in MATH 90/91 or equivalent.

**MATH& 148: Business Calculus**

Limits, rates of change, graphing, differentiating, optimizing, polynomials, integration, logarithmic and exponential functions, implicit differentiation, business applications. (QS,NS)

**Course Student Learning Outcomes**

1. Evaluate the limit of a function, including the limit as  $x$  approaches infinity and one-sided limits, using graphical, numerical and algebraic methods.
2. Compute and interpret the average rate of change and the instantaneous rate of change of a function.
3. Compute the derivative of a function using the limit definition and derivative rules: power, constant multiple, sum and difference, product, quotient, chain, exponential, and logarithmic.
4. Use differentiation to solve business application problems.
5. Find extrema and solve optimization problems.
6. Find inflection points (points of diminishing returns).
7. Compute antiderivatives.
8. Use the Fundamental Theorem of Calculus to compute definite integrals.
9. Use integration to solve business application problems.

**Credits:** 5

**Prerequisites:**

2.0 or better in MATH& 141 or MATH 111.

**MATH& 151: Calculus I: Analytic Geometry**

Limits and continuity; derivatives of algebraic and trig functions; chain rule, implicit differentiation and applications, an introduction to antiderivatives. This class will include students from multiple sections. (QS, NS)

**Course Student Learning Outcomes**

A student who successfully completes this class with a grade of 2.0 or better should be able to:

1. Evaluate limits of functions given in functional notation form and well as graphical forms.
2. Find limits using the left and right hand limits.
3. Use the properties of limits to evaluate limits.
4. Use the definition of continuity to determine if a function is continuous.
5. Evaluate limits in indeterminate form using L'Hospital's rule.
6. Use the definition of the derivative to find the derivative of a function.
7. Use the rules of differentiation, power, product, quotient, chain rule, and implicit to evaluate the derivative of a function.
8. Setup and evaluate related rates problems.
9. Use the concept of differentials to find linear approximations.
10. Find the extreme of functions using the first and second derivative tests.
11. Setup and solve optimization problems.
12. Use the concept of the derivative as a rate of change to sketch curves.

**Credits:** 5

**Prerequisites:**

2.0 or higher in MATH& 142 or equivalent.

**MATH& 152: Calculus II: Analytic Geometry**

Calculus of exponential, log, and inverse trig functions; methods of integration; applications of integration; introduction to differential equations; and mathematical modeling. (QS, NS)

**Course Student Learning Outcomes**

A student who successfully completes this class with a grade of 2.0 or better should be able to:

1. State and use the Fundamental Theorem of Calculus
2. Perform basic symbol manipulation skills pertaining to integration, including using various integration techniques to calculate definite, indefinite, and improper integrals.
3. Calculate areas between curves.
4. Calculate volumes using both washer and shell methods.
5. Calculate arc lengths, and areas of a surface of revolution.
6. Use integration to solve separable differential equations.

**Credits:** 5

**Prerequisites:**

2.0 or higher in MATH& 151 or equivalent.



**MATH& 163: Calculus III: Analytic Geometry**

Sequences, series, Taylor expansions. Vectors, vector functions, space curves. Functions of several variables, partial derivatives, tangent planes. This class will include students from multiple sections. (QS, NS)

**Course Student Learning Outcomes**

A student who successfully completes this class with a grade of 2.0 or better should be able to:

1. Apply calculus techniques to parametric equations.
2. Find areas and arc lengths in polar coordinates.
3. Perform vector arithmetic, including calculating the dot and cross products.
4. Find equations of lines and planes in three-space.
5. Find derivatives, integrals, velocity, acceleration, arc length, and curvature of vector functions.
6. Calculate partial derivatives of functions of several variables.
7. Find tangent planes and linear approximations of functions of several variables.
8. Find extrema and saddle points of functions of several variables.
9. Calculate double integrals over rectangular and general regions, both in rectangular and polar coordinates.
10. Calculate centers of mass of laminas.
11. State the difference between a sequence and a series.
12. Use various tests to determine if a series converges.
13. Determine if a power series converges.
14. Be able to represent a function as a power series.
15. Find Maclaurin and Taylor series of functions.

**Credits:** 5

**Prerequisites:**

2.0 or higher in MATH& 152 or equivalent.

**MATH 63/64: Introduction to Algebra**

Fundamentals of arithmetic using integers, fractions, decimals, exponents, and square roots; solving basic linear equations; solving problems using percents, proportions, and basic geometry. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Recognize the difference between a variable and a constant.
2. Add, subtract, multiply, and divide integers.
3. Follow the order of operations.
4. Evaluate algebraic expressions given values for the variables.
5. Translate English statements into algebraic statements.
6. Add, subtract, multiply, divide, and simplify fractions.
7. Add, subtract, multiply, and divide decimal numbers.
8. Solve linear equations.
9. Use the rules of exponents.
10. Solve problems involving percent.
11. Solve proportions.
12. Apply and extend concepts to various problems.

**Credits:** 5

**Prerequisites:**

Placement exam.

**MATH 90/91: Essentials of Intermediate Algebra**

This course develops proficiency with solving linear equations and inequalities, simplifying expressions using the rules of exponents, adding/subtracting/multiplying polynomials, graphing various types of equations and linear inequalities, solving systems of linear equations and inequalities, and finding the equations of lines. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Complete a variety of algebraic tasks including adding/subtracting/multiplying polynomials, simplifying exponential expressions, and solving linear equations, inequalities, absolute value equations and inequalities, systems of linear equations, and systems of linear inequalities graphically.
2. Graph lines.
3. Construct equations of lines.

**Credits:** 5

**Prerequisites:**

P in Math 63/64 or equivalent.

**MATH 98/99: Intermediate Algebra for Calculus**

This course will expose students to a variety of algebraic techniques that will prepare them for precalculus and calculus. Focus will be placed on quadratic, rational, radical, exponential, and logarithmic expressions and equations. Techniques will include factoring, simplifying (adding/subtracting/ multiplying/ dividing) polynomials, rational, radical, exponential and logarithmic expressions. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply mathematical operations to simplify a variety of mathematical expressions including polynomial, rational, radical, exponential, and logarithmic expressions.
2. Apply mathematical operations to solve a variety of mathematical equations including absolute value, quadratic, rational, radical, exponential and logarithmic equations.

**Credits:** 5

**Prerequisites:**

P in MATH 90/91 or equivalent.

**MATH 106: Math for Elementary Teachers I**

Designed for future K-6 teachers. Focus is on mathematical concepts, including counting, number sense, operations, algorithms, fractions, ratio, and proportion. Method topics include teaching strategies, assessment methods, and processes of doing mathematics as related to elementary mathematics. This course does not fulfill the quantitative skills requirement for the AA degree. (E)

**Course Student Learning Outcomes**

1. Understand and apply foundations of current pedagogical theories of the learning mathematics by elementary students, particularly with respect to the mathematical concepts in the K-8 curriculum.
2. Analyze, understand, and apply the four fundamental operations of arithmetic.
3. Analyze, understand, and apply number theory, including divisibility and factorization.
4. Analyze, understand, and extend the number system to include fractions and rational numbers, decimals, exponents, and real numbers.

**Credits:** 5

**MATH 108: Math for Elementary Teachers II**

Methods topics include teaching the usage of technology. Math topics include algebra, geometry, measurement, and statistics. This course satisfies the quantitative skills requirement for the AA degree, provided that Math for Elementary Teachers I has also been completed satisfactorily.

**Course Student Learning Outcomes**

1. Understand and apply foundations of current pedagogical theories of the learning mathematics by elementary students, particularly with respect to the mathematical concepts in the K-8 curriculum.
2. Analyze, understand, and solve problems involving proportional reasoning and uncertainty and probability.
3. Analyze, understand, and solve problems involving three facets of geometry: shapes, transformations of shapes, and measurement.

**Credits:** 5

**Prerequisites:**

MATH 106 and P in MATH 90/91 or equivalent.

**MATH 111: Finite Mathematics**

The study of linear, quadratic, rational, exponential, and logarithmic functions, and solving their related equations; systems of equations; matrices; linear programming (graphically); and the mathematics of finance. This class may include students from multiple sections. (QS, NS)

**Course Student Learning Outcomes**

1. Use function notation and terminology.
2. Evaluate, interpret, and perform basic function operations on linear, quadratic, rational, exponential, and logarithmic functions.
3. Solve linear, quadratic, rational, exponential, and logarithmic equations using symbolic and graphical techniques.
4. Determine, solve, and interpret financial calculations related to compound interest, annuities, and loans.
5. Solve systems of linear equations in two variables.
6. Construct and interpret matrices; solve systems of equations using matrices; and perform basic matrix operations.
7. Solve linear programming problems graphically.

**Credits:** 5

**Prerequisites:**

P in MATH 90/91 or equivalent.

**MATH 210: Linear Algebra**

This course covers the following topics: linear equations, matrix algebra, use of technology, rigorous proof, vector spaces, linear independence, basis, orthogonality, linear transformations, eigenvalues/vectors, Gram-Schmidt, least squares regression, and applications.

**Course Student Learning Outcomes**

1. Discuss mathematics verbally, algebraically, numerically, and graphically in a group setting.
2. Write detailed solutions using appropriate mathematical language.
3. Apply appropriate mathematical concepts to various problems.
4. How do we achieve these goals?
5. For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.
6. For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/exams, computer algebra systems, etc.
7. We approach #3 in two stages:
8. Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.
9. Synthesis: At this next level, small discussion groups are used to focus on combining the building blocks into more complex techniques by breaking problems in smaller pieces, then solving each and combining the results.

**Credits:** 5

**Prerequisites:**

2.0 or higher in MATH& 163.

**MATH 224: Intermediate Analysis**

Review of double integrals in Cartesian and polar coordinates; triple integrals in Cartesian, cylindrical, and spherical coordinates; vector fields; surface integrals; Green's theorem; divergence theorem; Stokes' theorem; sequences and series; Taylor's theorem. (E)

**Course Student Learning Outcomes**

1. Discuss a fourth course in calculus concepts verbally, algebraically, numerically, and graphically in a group setting.
2. Write detailed solutions using appropriate mathematical language.
3. Apply appropriate mathematical concepts to various problems.
4. How do we achieve these goals?
5. For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.
6. For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/exams, computer algebra systems, etc.
7. We approach #3 in two stages:
8. Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.
9. Synthesis: At this next level, small discussion groups are used to focus on combining the building blocks into more complex techniques by breaking problems in smaller pieces, then solving each and combining the results.

**Credits:** 3

**Prerequisites:**

2.0 or higher in MATH& 163 or equivalent.

**MATH 238: Differential Equations**

Introduction to applied problem solving with first and second order ordinary differential equations using analytical, numerical and graphic methods.

**Course Student Learning Outcomes**

1. Discuss mathematics verbally, algebraically, numerically, and graphically in a group setting.
2. Write detailed solutions using appropriate mathematical language.
3. Apply appropriate mathematical concepts to various problems.
4. How do we achieve these goals?
5. For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.
6. For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/ exams, computer algebra systems, etc.
7. We approach #3 in two stages:
8. Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.
9. Synthesis: At this next level, small discussion groups are used to focus on combining the building blocks into more complex techniques by breaking problems in smaller pieces, then solving each and combining the results.

**Credits:** 5

**Prerequisites:**

2.0 in MATH& 152 or equivalent.

**MATH 265: Special Topics in Math**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Learning outcomes are determined by the course outcomes for the course the student is attempting to fulfill.

**Credits:** 1-3

## Medical Assisting

### **MED 101: Introduction Clinical to Clinical Medical Assisting**

This course is an introduction to the medical assisting profession. A virtual clinic is built by students, expanding their knowledge of the healthcare industry. Students explore areas where they might find employment as medical assistants and begin developing employment related skills and documents while expanding their effective communication skills. Students will begin learning the foundations for clinical practice in providing patient care as medical assistants. This course includes a skills laboratory component. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to be accepted into the Medical Assisting Program and have entry codes to register.

#### **Course Student Learning Outcomes**

1. Identify quality assurance practices in healthcare
2. Measure and record:
  3. a. blood pressure
  4. b. temperature
  5. c. pulse
  6. d. respirations
  7. e. height
  8. f. weight
9. Instruct and prepare a patient for a procedure or treatment
10. Assist provider with patient exam
11. Define the principles of standard precautions
12. Define personal protective equipment (PPE) for:
  13. a. all body fluids, secretions and excretions
  14. b. blood
  15. c. non-intact skin
  16. d. mucous membranes
17. Identify Center for Disease Control (CDC) regulations that impact healthcare practices
18. Select appropriate barrier/personal protective equipment (PPE)
19. Perform handwashing
20. Demonstrate proper disposal of biohazardous material:
  21. a. sharps
  22. b. regulated wastes
23. Identify styles and types of verbal communication
24. Identify types of nonverbal communication
25. Recognize barriers to communication
26. Identify techniques for overcoming communication barriers
27. Recognize the elements of oral communication using a sender-receiver process
28. Define the principles of self-boundaries
29. Define patient navigator
30. Describe the role of the medical assistant as a patient navigator
31. Discuss the theories of:
  32. a. Maslow
  33. b. Erikson

34. c. Kubler-Ross
35. Discuss examples of diversity:
  36. a. cultural
  37. b. social
  38. c. ethnic
39. Locate a state's legal scope of practice for medical assistants
40. Build a virtual clinic and present the plan as a PowerPoint presentation with an accompanying binder detailing the virtual clinic's development.

**Credits: 5**

### **MED 102: Medical Terminology for Medical Assistants**

Study of medical terminology using a body systems approach, relating terms to the anatomy and physiology of the human body. Word parts are used to build, analyze, define, spell, and pronounce medical terms, including abbreviations. Structural, directional, disease and disorder, surgical, and diagnostic terms will be covered for body structures, body systems, and specialized areas of medicine such as oncology. NOTE: Students need to have entry codes to register.

#### **Course Student Learning Outcomes**

1. Describe structural organization of the human body
2. Identify body systems
3. Describe:
  4. a. body planes
  5. b. directional terms
  6. c. quadrants
  7. d. body cavities
8. List major organs in each body system
9. Identify the anatomical location of major organs in each body system
10. Compare structure and function of the human body across the life span
11. Describe the normal function of each body system
12. Identify medical terms, labeling the word parts
13. Define medical terms and abbreviations related to all body systems
14. Describe the origin of medical terms
15. Spell and pronounce medical terms correctly

**Credits: 5**

**MED 105: HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants.**

This course offers training in the etiology, epidemiology, transmission, testing, and treatment of HIV/ AIDS, Hepatitis B and C, and many other bloodborne pathogens. Students will review infection control, counseling and confidential interviews with patients, and the legal, ethical, and psychosocial issues related to exposure to bloodborne pathogens and other potentially infectious materials. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Describe the etiology and epidemiology of HIV/ AIDS, associated opportunistic infections, and side effects related to treatments for the virus/ syndrome.
2. Articulate standard precautions, universal precautions and post-exposure prophylaxis for healthcare workers exposed to bloodborne pathogen.
3. Discuss confidentiality, incident reporting, and other legal and ethical issues related to bloodborne pathogen exposure.
4. Review a variety of bloodborne pathogens such as Hepatitis B and C including transmission risks, testing and treatment, and possible sequelae related to active or past infection.

**Credits: 1**

**MED 110: Anatomy & Pathophysiology for Medical Assistants I**

Students are introduced to pathophysiology, the study of processes that disturb normal body function. Instruction in both basic disease processes and major organ-related diseases are incorporated into the study of the form (anatomy) and function (physiology) of the human body. This course has a laboratory component. NOTE: Students need to be accepted into the Medical Assisting Program and have entry codes to register.

**Course Student Learning Outcomes**

1. Identify common pathology related to each body system including:
  2. a. signs
  3. b. symptoms
  4. c. etiology
5. Analyze pathology for each body system including:
  6. a. diagnostic measures
  7. b. treatment modalities
8. Identify CLIA waived tests associated with common diseases
9. List major types of infectious agents
10. Describe the infection cycle including:
  11. a. the infectious agent
  12. b. reservoir
  13. c. susceptible host
  14. d. means of transmission
  15. e. portals of entry
  16. f. portals of exit
17. Identify methods of controlling the growth of microorganisms
18. Participate in bloodborne pathogen training
19. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

**Credits: 5**

**MED 115: Anatomy & Pathophysiology for Medical Assistants II**

This course continues to instruct students in the anatomy and pathophysiology of the human body using a body systems approach. Emphasis is placed on the study of multiple organ system diseases, infectious diseases, and microbiology. This course has a laboratory component. NOTE: Students need to have entry codes to register.

**Course Student Learning Outcomes**

1. Identify common pathology related to each body system including:
2. a. signs
3. b. symptoms
4. c. etiology
5. Analyze pathology for each body system including:
6. a. diagnostic measures
7. b. treatment modalities
8. Perform a quality control measure
9. Obtain specimens and perform:
10. a. CLIA waived hematology test
11. b. CLIA waived chemistry test
12. c. CLIA waived urinalysis
13. d. CLIA waived immunology test
14. e. CLIA waived microbiology test
15. Maintain lab test results using flow sheets
16. Describe dietary nutrients including:
17. a. carbohydrates
18. b. fat
19. c. protein
20. d. minerals
21. e. electrolytes
22. f. vitamins
23. g. fiber
24. h. water
25. Define the function of dietary supplements
26. Identify the special dietary needs for:
27. a. weight control
28. b. diabetes
29. c. cardiovascular disease
30. d. hypertension
31. e. cancer
32. f. lactose sensitivity
33. g. gluten-free
34. h. food allergies
35. Instruct a patient according to patient's special dietary needs
36. Show awareness of patient's concerns regarding a dietary change

**Credits: 5**

**MED 135: Medical Office Procedures**

This course provides instruction in the general office administration duties of a medical assistant. Topics to be covered include telecommunications, scheduling, filing, interpersonal communications, and professional correspondence. Review and discuss various machines and equipment used in the business office, as well as exercises in the maintenance of office equipment, procurement of supplies, and maintenance of inventory. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to have entry codes to register.

**Course Student Learning Outcomes**

1. Recognize elements of fundamental writing skills
2. Discuss applications of electronic technology in professional communication
3. Relate the following behaviors to professional communication:
4. a. assertive
5. b. aggressive
6. c. passive
7. Differentiate between adaptive and non-adaptive coping mechanisms
8. Differentiate between subjective and objective information
9. Use feedback techniques to obtain patient information including:
10. a. reflection
11. b. restatement
12. c. clarification
13. Respond to nonverbal communication
14. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients
15. Coach patients regarding:
16. a. office policies
17. b. health maintenance
18. c. disease prevention
19. d. treatment plan
20. Demonstrate professional telephone techniques
21. Document telephone messages accurately
22. Compose professional correspondence utilizing electronic technology
23. Develop a current list of community resources related to patients' healthcare needs
24. Report relevant information concisely and accurately
25. Demonstrate:
26. a. empathy
27. b. active listening
28. c. nonverbal communication
29. Demonstrate the principles of self-boundaries
30. Demonstrate respect for individual diversity including:
31. a. gender
32. b. race
33. c. religion

34. d. age
35. e. economic status
36. f. appearance
37. Explain to a patient the rationale for performance of a procedure
38. Identify different types of appointment scheduling methods
39. Identify advantages and disadvantages of the following appointment systems:
40. a. manual
41. b. electronic
42. Identify critical information required for scheduling patient procedures
43. Define types of information contained in the patient's medical record
44. Identify methods of organizing the patient's medical record based on:
45. a. problem-oriented medical record (POMR)
46. b. source-oriented medical record (SOMR)
47. Identify equipment and supplies needed for medical records in order to:
48. a. create
49. b. maintain
50. c. store
51. Describe filing indexing rules
52. Differentiate between electronic medical records (EMR) and a practice management system
53. Explain the purpose of routine maintenance of administrative and clinical equipment
54. List steps involved in completing an inventory
55. Explain the importance of data backup
56. Explain meaningful use as it applies to EMR
57. Manage appointment schedule using established priorities
58. Schedule a patient procedure
59. Create a patient's medical record
60. Organize a patient's medical record
61. File patient medical records
62. Utilize an EMR
63. Input patient data utilizing a practice management system
64. Perform routine maintenance of administrative or clinical equipment
65. Perform an inventory with documentation
66. Display sensitivity when managing appointments
67. Create a Policy and Procedure Manual for the virtual clinic established in MED 101
68. Create a Mission Statement for the virtual clinic established in MED 101
69. Create patient information brochures on various subjects relevant to medical offices

**Credits: 4**

## **MED 140: Medical, Ethical, Legal Communication**

This course teaches medical assisting students how to incorporate cognitive knowledge in the performance of psychomotor and affective domains in their practice as medical assistants, and in providing patient care in accordance with regulations, policies, laws, and patient rights. Students will be instructed in the legal implications and ethical considerations of the medical assisting profession. NOTE: Students need to have entry codes to register.

### **Course Student Learning Outcomes**

1. Differentiate between scope of practice and standards of care for medical assistants
2. Compare and contrast provider and medical assistant roles in terms of standard of care
3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA)
4. Summarize the Patient Bill of Rights
5. Discuss licensure and certification as they apply to healthcare providers
6. Compare criminal and civil law as they apply to the practicing medical assistant
7. Define:
  8. a. negligence
  9. b. malpractice
10. c. statute of limitations
11. d. Good Samaritan Act(s)
12. e. Uniform Anatomical Gift Act
13. f. living will/advanced directives
14. g. medical durable power of attorney
15. h. Patient Self Determination Act (PSDA)
16. i. risk management
17. Describe the following types of insurance:
  18. a. liability
  19. b. professional (malpractice)
  20. c. personal injury
21. List and discuss legal and illegal applicant interview questions
22. Identify:
  23. a. Health Information Technology for Economic and Clinical Health (HITECH) Act
  24. b. Genetic Information Nondiscrimination Act of 2008 (GINA)
  25. c. Americans with Disabilities Act Amendments Act (ADAAA)
26. Describe the process in compliance reporting:
  27. a. unsafe activities
  28. b. errors in patient care
  29. c. conflicts of interest
  30. d. incident reports
31. Describe compliance with public health statutes:
  32. a. communicable diseases
  33. b. abuse, neglect, and exploitation
  34. c. wounds of violence
35. Define the following medical legal terms:
  36. a. informed consent
  37. b. implied consent



38. c. expressed consent
39. d. patient incompetence
40. e. emancipated minor
41. f. mature minor
42. g. subpoena duces tecum
43. h. respondeat superior
44. i. res ipsa loquitor
45. j. locum tenens
46. k. defendant-plaintiff
47. l. deposition
48. m. arbitration-mediation
49. n. Good Samaritan laws
50. Apply HIPAA rules in regard to:
51. a. privacy
52. b. release of information
53. Document patient care accurately in the medical record
54. Apply the Patient's Bill of Rights as it relates to:
55. a. choice of treatment
56. b. consent for treatment
57. c. refusal of treatment
58. Perform compliance reporting based on public health statutes
59. Report an illegal activity in the healthcare setting following proper protocol
60. Complete an incident report related to an error in patient care
61. Demonstrate sensitivity to patient rights
62. Protect the integrity of the medical record
63. Define:
64. a. ethics
65. b. morals
66. Differentiate between personal and professional ethics
67. Identify the effect of personal morals on professional performance
68. Develop a plan for separation of personal and professional ethics
69. Demonstrate appropriate response(s) to ethical issues
70. Recognize the impact personal ethics and morals have on the delivery of healthcare

**Credits: 4**

## **MED 150: Medical Billing and Coding I**

This course gives medical assisting students an introduction to managed care and insurance coverage. Students will learn medical billing practices including electronic submission and computerized billing techniques, and includes ICD-9, ICD-10, and CPT coding. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to have entry codes to register.

### **Course Student Learning Outcomes**

1. Define the following bookkeeping terms:
2. a. charges
3. b. payments
4. c. accounts receivable
5. d. accounts payable
6. e. adjustments
7. Describe banking procedures as related to the ambulatory care setting
8. Identify precautions for accepting the following types of payments:
9. a. cash
10. b. check
11. c. credit card
12. d. debit card
13. Describe types of adjustments made to patient accounts, including:
14. a. non-sufficient funds (NSF) check
15. b. collection agency transaction
16. c. credit balance
17. d. third party
18. Identify types of information contained in the patient's billing record
19. Explain patient financial obligations for services rendered
20. Perform accounts receivable procedures to patient accounts including posting:
21. a. charges
22. b. payments
23. c. adjustments
24. Prepare a bank deposit
25. Obtain accurate patient billing information
26. Inform a patient of financial obligations for services rendered
27. Demonstrate professionalism when discussing patient's billing record
28. Display sensitivity when requesting payment for services rendered
29. Identify:
30. a. types of third party plans
31. b. information required to file a third party claim
32. c. the steps for filing a third party claim
33. Outline managed care requirements for patient referral
34. Describe processes for:
35. a. verification of eligibility for services
36. b. precertification
37. c. preauthorization

38. Define a patient-centered medical home (PCMH)
39. Differentiate between fraud and abuse

**Credits: 5**

### **MED 151: Medical Billing and Coding II**

Medical assisting students receive advanced training in procedural and diagnostic coding and medical billing practices. Topics covered include ICD-9, ICD-10, and CPT coding, and hospital billing and coding procedures. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to have entry codes to register.

#### **Course Student Learning Outcomes**

1. Interpret information on an insurance card
2. Verify eligibility for services including documentation
3. Obtain precertification or preauthorization including documentation
4. Complete an insurance claim form
5. Interact professionally with third party representatives
6. Display tactful behavior when communicating with medical providers regarding third party requirements
7. Show sensitivity when communicating with patients regarding third party requirements
8. Describe how to use the most current procedural coding system
9. Describe how to use the most current diagnostic coding classification system
10. Describe how to use the most current HCPCS level II coding system
11. Discuss the effects of:
  12. a. upcoding
  13. b. downcoding
14. Define medical necessity as it applies to procedural and diagnostic coding
15. Perform procedural coding
16. Perform diagnostic coding
17. Utilize medical necessity guidelines
18. Utilize tactful communication skills with medical providers to ensure accurate code selection

**Credits: 5**

### **MED 155: Medical Office Assistant Extern and Capstone**

Final core curriculum course for students seeking to become medical office assistants or specialists. The course prepares students to perform routine administrative medical office duties in an outpatient setting. Students completing this course will be expected to develop a professional portfolio, apply for a national credentialing exam of their choice, participate in job-seeking activities, and participate in a brief externship wherein they will be expected to perform tasks relevant to the MOA job description.

#### **Course Student Learning Outcomes**

1. Apply for a minimum of two real-world jobs.
2. Purchase and work through a study guide and/or interactive review package for the national credentialing exam of the student's choice. Exams they may be eligible to challenge include the NCMOA (NCCT) exam, the NCICS (NCCT) exam, and any national billing and coding exams they are qualified to challenge.
3. Develop a professional portfolio, including a resume, sample cover letter, letters of reference, reference list, samples of completed student work, unofficial transcripts, immunizations (if applicable), completed background checks (if applicable), and any other materials the student wishes to include.
4. Complete a minimum two-week supervised externship/practicum wherein the student will be assigned a supervisor and/or preceptor that will guide them through an on-the-job experience, performing the tasks and skills required for the job.

**Credits: 6**

#### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.  
Completion of MED 135 with a GPA of 2.0 or better.

## **MED 160: Clinical Skills Seminar for Medical Assistants I**

Introduces the medical assisting student to basic clinical procedures and patient care. Subjects to be covered include, but are not limited to: infection control and asepsis, preparing the examination room, body measurements and vital signs, obtaining the medical history, assisting with the physical examination, electrocardiography, and therapeutic procedures. Some needle invasive procedures will be performed. This course includes a skills laboratory component. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to have entry codes to register.

### **Course Student Learning Outcomes**

1. List principles and steps of professional/provider CPR
2. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting
3. Measure and record:
  4. g. length (infant)
  5. h. head circumference (infant)
  6. i. pulse oximetry
7. Perform:
  8. a. electrocardiography
  9. d. pulmonary function testing
10. Perform patient screening using established protocols
11. Obtain specimens and perform:
  12. d. CLIA waived immunology test
13. Perform first aid procedures for:
  14. a. bleeding
  15. b. diabetic coma or insulin shock
  16. c. fractures
  17. d. seizures
  18. e. shock
  19. f. syncope
20. Incorporate critical thinking skills when performing patient assessment
21. Show awareness of a patient's concerns related to the procedure being performed
22. Document on a growth chart
23. Prepare items for autoclaving
24. Perform sterilization procedures
25. Define coaching a patient as it relates to:
  26. a. health maintenance
  27. b. disease prevention
  28. c. compliance with treatment plan
  29. d. community resources
  30. e. adaptations relevant to individual patient needs
31. Identify:
  32. a. safety signs
  33. b. symbols
  34. c. labels
35. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting
36. Discuss protocols for disposal of biological chemical materials
37. Comply with:
  38. a. safety signs
  39. b. symbols
  40. c. labels
41. Demonstrate proper use of:
  42. a. eyewash equipment
  43. b. fire extinguishers
  44. c. sharps disposal containers
45. Evaluate the work environment to identify unsafe working conditions

**Credits: 5**

### **MED 161: Clinical Skills Seminar for Medical Assistants II**

This course continues instructing medical assisting students in the clinical skills necessary to the medical assisting profession. Subjects to be covered include, but are not limited to: specialty diagnostic testing, phlebotomy, laboratory and microbiological testing in the physician's office, introduction to the concepts of pharmacology and medication administration, minor office surgery, and basic first aid in regard to medical office emergencies. Some needle invasive procedures will be performed. This course includes a skills laboratory component. Students will be instructed in the use of an educational electronic medical record (EMR) system. NOTE: Students need to have entry codes to register.

#### **Course Student Learning Outcomes**

1. Perform:
  2. b. venipuncture
  3. c. capillary puncture
4. Verify the rules of medication administration:
  5. a. right patient
  6. b. right medication
  7. c. right dose
  8. d. right route
  9. e. right time
10. f. right documentation
11. Select proper sites for administering parenteral medication
12. Administer oral medications
13. Administer parenteral (excluding IV) medications
14. Incorporate critical thinking skills when performing patient care
15. Calculate proper dosages of medication for administration
16. Differentiate between normal and abnormal test results
17. Reassure a patient of the accuracy of the test results
18. Define the following as practiced within an ambulatory care setting:
  19. a. medical asepsis
  20. b. surgical asepsis
21. Prepare a sterile field
22. Perform within a sterile field
23. Perform wound care
24. Perform dressing change
25. Identify safety techniques that can be used in responding to accidental exposure to:
  26. a. blood
  27. b. other body fluids
  28. c. needle sticks
  29. d. chemicals
30. Discuss fire safety issues in an ambulatory healthcare environment
31. Describe fundamental principles for evacuation of a healthcare setting

32. Identify principles of:
  33. a. body mechanics
  34. b. ergonomics
35. Identify critical elements of an emergency plan for response to a natural disaster or other emergency
36. Use proper body mechanics
37. Participate in a mock exposure event with documentation of specific steps
38. Recognize the physical and emotional effects on persons involved in an emergency situation
39. Demonstrate self-awareness in responding to an emergency situation

**Credits: 5**

### **MED 165: Clinical Practicum for Medical Assistants**

Provides students with at least 160 clock hours of externship experience in ambulatory care facilities. Students will be required to maintain and submit documentation of the psychomotor and affective domain competencies they experience at practicum sites. Students will also submit assignments online that demonstrate how they incorporate cognitive domain competencies and critical thinking skills into their daily practice as medical assistants. NOTE: Students need to have entry codes to register.

#### **Course Student Learning Outcomes**

1. Function professionally in a legal and ethical manner as a medical assistant
2. Use medical terminology correctly
3. Effectively communicate with other healthcare team members, patients, and physicians
4. Procure and distribute both office supplies and medical supplies
5. Manage documents, both paper and electronic, in a medical office
6. Demonstrate proficiency with basic medical testing procedures
7. Display knowledge and use of techniques for asepsis, workplace safety, and risk management
8. Demonstrate knowledge and competency in electronic medical billing of multiple insurances
9. Follow laws and regulations regarding patient privacy and confidentiality
10. Demonstrate knowledge of ICD-10-CM coding for medical billing
11. Integrate cognitive domain objectives and psychomotor and affective domain competencies into daily practice

**Credits: 6**

**MED 170: Principles of Pharmacology for Medical Assistants**

This course offers instruction in the principles of pharmacology for medical assistants. Students will use applied mathematics to prepare proper dosages of medication for administration and verify those doses/dosages prior to administration. Students will learn to update medication lists utilizing an electronic medical record system. Students will learn techniques to help them explain medication treatment plans to patients to ensure patient understanding and compliance. NOTE: Students need to have entry codes to register.

**Course Student Learning Outcomes**

1. Identify the classifications of medications including:
  2. a. indications for use
  3. b. desired effects
  4. c. side effects
  5. d. adverse reactions
6. Demonstrate knowledge of basic math computations
7. Apply mathematical computations to solve equations
8. Define basic units of measurement in:
  9. a. the metric system
  10. b. the household system
11. Convert among measurement systems
12. Identify abbreviations and symbols used in calculating medication dosages
13. Analyze healthcare results as reported in:
  14. a. graphs
  15. b. tables
16. Describe drugs and their origins and history
17. Learn about pharmacokinetics and pharmacodynamics
18. Identify drugs used to diagnose, prevent and treat disease
19. Learn about drug allergies, side effects, toxicities, and contraindications
20. Learn about drug to drug interactions, CYP 450 system, and enzymes
21. Learn how to use the nurses' manual and PDR and FDA site for more drug information
22. Study and practice dose calculations for oral and parenteral (excluding IV) medication administration
23. Learn about controlled substances and the law

**Credits: 5****MED 200: Medical Assisting Capstone**

Overview of job readiness, medical assisting certification exam preparation, credentialing application preparation, portfolio development, and networking in the medical assisting field. Students should be enrolled in this course their last quarter of the program, either concurrently with MED 165 or after its completion. Former students seeking a 'refresher' on professional development or credentialing test preparation may register. NOTE: Students need to have entry codes to register.

**Course Student Learning Outcomes**

1. Produce up-to-date documentation of provider/professional level CPR
2. List and discuss legal and illegal applicant interview questions
3. Develop professional portfolio
4. Draft resume
5. Draft cover letter(s)
6. Participate in mock interview(s)
7. Develop reference lists and letters of reference
8. Apply for two positions
9. Participate in practice testing to prepare for national credentialing exam(s)
10. Apply for MA-C credential

**Credits: 3**

**MED 201: Introduction to Patient Advocacy**

Course is designed to offer insights into patient advocacy and the patient healthcare facilitation process. Students will be instructed in how to translate medical records and physician orders to make them more patient-friendly and easier to follow in order to ensure patient compliance and positive care outcomes. Students will learn how to facilitate communication among patients, caregivers, and physicians and how to develop care plans for patients. Emphasis is placed on methods of patient education and communication in regard to special populations such as pediatric and geriatric patients. NOTE: Students need to have entry codes to register.

**Course Student Learning Outcomes**

1. Define patient navigator
2. Describe the role of the medical assistant as a patient navigator
3. Discuss the theories of:
  - a. Maslow
  - b. Erikson
  - c. Kubler-Ross
7. Discuss examples of diversity:
  - a. cultural
  - b. social
  - c. ethnic
11. Coach patients appropriately considering:
  - a. cultural diversity
  - b. developmental life stage
  - c. communication barriers
15. Facilitate referrals to community resources in the role of a patient navigator
16. Demonstrate the principles of self-boundaries

**Credits: 5**

# Multimedia Communications

**MEDIA 110: Introduction to Multimedia Graphic**

This course concentrates on the creative and practical exploration of computer graphics and page layout design. Students will explore basic concepts of digital media, terminology and acquire hands-on experience working with industry standard page layout and illustration software. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Apply skills to create and understand the fundamentals of graphic design by translating design elements into new graphic design solutions.
2. Practice the creative process by creating numerous ideas on a particular topic.
3. Use traditional and digital tools to render letter forms, illustrations, and graphic designs.
4. Operate with specific graphic design requirements while using a combination of typography and imagery.
5. Create a hierarchy of information within a given space.

**Credits: 5**

**MEDIA 111: Introduction to Multimedia Web**

Learn fundamental concepts and skills of multimedia content development and website design. Students will create multimedia elements with Flash, Photoshop, Dreamweaver, and open-source applications. Manipulate photographs, design animated web banners and graphic rollover buttons. Explore interface design and embed multimedia presentations in a webpage.

**Course Student Learning Outcomes**

1. Define common multimedia terms and learn to differentiate between multimedia, web, and graphic file formats.
2. Use Dreamweaver to create a web page with internal and external hyperlinks, graphics, animation, and other multimedia content.
3. Publish websites to the internet using Wordpress and file transfer protocol.
4. Edit and enhance photographs with Photoshop and optimize photographs for web display.
5. Build a country showcase website to demonstrate awareness of unique cultures, examine multicultural perspectives, and their intercultural impact on our global society.

**Credits: 5**

**Prerequisites:**

Good computer file management and typing skills.

**MEDIA 115: Introduction to Digital Video**

This course introduces students to digital video, audio, motion graphics, and digital filming techniques. Students will plan, film, edit, and stream short digital videos on the internet. Students enrolling in this class must supply their own digital video camera and have good computer skills. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Demonstrate an understanding of the digital video production workflow, storyboarding, video shooting techniques, and terminology.
2. Transform clips into a coherent video sequence with video editing software to adjust color, modify audio, and insert special effects, titles and transitions.
3. Identify issues related to digital video content creation as effective visual communication and investigate how the audience, purpose, and end goal impacts the final video production.
4. Discuss and apply copyright and fair use of digital videos and music for public display.
5. Compress and stream video for delivery on the internet and create an e-portfolio to showcase course projects.

**Credits: 5**

**MEDIA 145: Directing & Production**

Introduction to documentary styles, filmmaking, directing, and production management, web promotion, broadcast, and screening. Students will learn the critical production decisions involved in documentary digital video production while producing short films. An overview of production methods such as idea development, research, proposal and scriptwriting, budgeting, and working with cast and crew with innovative collaborative tools. Students will discuss rights clearances, common challenges, and ethical issues. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Articulate problems, challenges, and ethical dilemmas involved in documentary filmmaking, as well as, describe and discuss the range of documentary styles, including expository, observational, interactive, reflexive, and performative documentaries.
2. Demonstrate an understanding preproduction process, including idea development, proposal writing, researching, script writing, preparing budgets, planning of interviews and shoots, and media copyright clearance.
3. Exhibit an understanding of director's role and production team's work in the shooting process by setting up and participating in shoots that require appropriate decisions regarding cinematography, including location choice, camera work, and lighting, sound recording, equipment use, and developing strong interviewing skills.
4. Demonstrate an understanding of the director's role in the post-production process by making appropriate decisions regarding editing, sound, color correction, using software, and transferring the digital media to various formats.
5. Collaborate as teams to plan, write, shoot, and edit a short documentary with an emphasis on affecting social change, environmental science, globalization, sustainability, or local oral history, science, or culture.

**Credits: 5**

**MEDIA 155: E-Book Design and Publishing**

Design, publish and promote e-books and interactive publications for multiple devices on the web. Use digital publishing software to create and implement effects such as page rotation, scrolling text, and interactive images. Learn how to distribute an e-book or e-publication to an app store. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Learn and implement mastery of eBook formatting by apply design decisions for multiple devices and audiences.
2. Learn and understand publishing on major digital distribution platforms by comparing eBook formats and upload procedures for multiple e-book retailers.
3. Differentiate between traditional and eMedia publishing models and workflows.
4. Utilize various digital media publishing formats, such as EPUB, PDF, and XML.
5. Master an understanding of eBook sales, marketing and promotion.

**Credits:** 5

**Prerequisites:**

Good computer and typing skills.

**MEDIA 170: Introduction to Graphic Design**

Introduction to the formal elements of graphic design. Explore contemporary design issues and examine the history and psychology behind design communications. Use page layout software to create materials for publication and produce a final printed portfolio of student work.

**Course Student Learning Outcomes**

1. Demonstrate and apply an understanding of graphic design principles used in visual communication projects.
2. Have a basic understanding of typography and how it is best used in design.
3. Be able to discuss and articulate reasons for composition, content, and themes of various design works and participate in critiques of design work.
4. Develop an individual or personal style in ideas and image making.
5. Use a variety of techniques and methods in creating publications to plan and design both simple and complex publications for print and web delivery.

**Credits:** 5

**Prerequisites:**

MEDIA 110 or concurrent enrollment.

**MEDIA 175: Principles of Digital Photography**

Designed to teach students the principles of digital photography with an emphasis on the discovery of solutions for artistic challenges to composition, lighting, color and photographic technology. Students will explore the cultural influences of visual communication and the evolution of traditional photography into the digital age.

**Course Student Learning Outcomes**

1. Demonstrate a thorough understanding of digital photography terminology, features, and concepts.
2. Implement camera and photographic methods including measure and control natural lighting, adjust and control white balance, digital exposure, and the visual flow of a photograph using depth of field.
3. Plan, compose, and photograph varied subjects while developing a unique visual artistry.
4. Critique and evaluate basic composition and aesthetic elements of photographic images and participate in subject specific online discussions.
5. Use industry standard digital imaging computer software, Adobe Photoshop, to manipulate photographs and use PowerPoint to create electronic presentations.

**Credits:** 4

**MEDIA 190: Web Authoring**

Learn how to plan, create, and publish a website from start to finish. Use HTML and cascading style sheets (CSS) to format accessible site navigation and web content layout. Learn information mapping and effective user interface design methods. Add multimedia and graphic elements to interactive web pages. Use search engine optimization strategies to improve website visibility.

**Course Student Learning Outcomes**

1. Manage and organize website and server file structure and folders.
2. Create and format webpages with HTML5 and CSS.
3. Demonstrate an understanding of the Dreamweaver interface and embed external multimedia elements in a webpage.
4. Integrate effective interface design concepts, user experience, and appropriate color and fonts for effective communications to produce professional looking websites.
5. Understand and apply basic Search Engine Optimization theories.

**Credits:** 5



### **MEDIA 195: Infographic and Data Visualization**

Learn the foundational elements of digital storytelling and infographics in various media for education, training, information and promotion. Create immersive, interactive, and engaging narratives that deliver moving and enduring messages through multimedia techniques. Develop persuasive and visually attractive graphics that communicate information more effectively in various digital media that deliver data audiences remember.

#### **Course Student Learning Outcomes**

1. Research and analyze successful transmedia stories, marketing, infographics, and data visualizations.
2. Develop a unique interactive story, collaborate and collect data for an interactive design, and foster digital citizenship.
3. Build a visual vocabulary of icons and symbols while exploring various digital tools and techniques to illustrate, photograph, or film stories.
4. Devise nonlinear storyboards, style guides, mood boards, mockups, and wireframes an engaging narrative to educate and entertain.
5. Curate, produce, and present a collaborative digital storytelling project or infographics online to connect with social media.

**Credits:** 5

#### **Prerequisites:**

Good computer file management skills.

### **MEDIA 196: Intro to 3D Design**

Explore the fundamental techniques of 3D creation, capturing, and rendering. Create objects and characters that can be used for 3D environments, interfaces and printing. This class will include students from multiple sections.

#### **Course Student Learning Outcomes**

1. Conceive 3D visual development and design concept art to apply polygon economics.
2. Build models of 3D objects, architectural spaces, and characters.
3. Study and apply materials, textures, and lighting strategies with various digital tools.
4. Create files for rendering and output for 3D printing.
5. Develop and integrate 3D objects into an immersive environment.

**Credits:** 5

#### **Prerequisites:**

Good computer file management skills.

### **MEDIA 201: Digital Image Editing I**

Provides fundamental digital imaging skills. Learn to scan, optimize, enhance, colorize, and combine photographs. Emphasis will be placed on editing photographs, color management, and acquiring a basic understanding of Adobe Photoshop.

#### **Course Student Learning Outcomes**

1. Use Photoshop tools to manipulate, enhance photographs, and apply styles, filters and adjustments to multiple layers.
2. Explore Photoshop's curves, levels, hue saturation commands, and use the histogram to identify contrast problems in a photograph.
3. Remove dust and scratches from a photograph and color tint a black and white image.
4. Differentiate between various graphic file formats for print and web display.
5. Create a graphic website banner and save an optimized image.

**Credits:** 5

#### **Prerequisites:**

Good computer and file management skills.

### **MEDIA 202: Advanced Image Editing**

Use practical techniques to professionally manipulate photographs and automate digital image production tasks. Create special effects for type, photos, and web graphics with industry standard software (Photoshop). Students will produce an informational multimedia presentation on the topic of a global issue, and design a webpage portfolio to showcase course projects. This class will include students from multiple sections.

#### **Course Student Learning Outcomes**

1. Use advanced image editing techniques to repair and enhance photographs.
2. Design digital artwork with layer masks, blend modes, layer styles, adjustment layers, and employ Smart Filters to create complex effects.
3. Master vector tools including Pen tool and Paths Panel and transform and maximize Smart Objects.
4. Apply professional-quality typography in Photoshop.
5. Display projects in a website portfolio on the internet including a global issue online slideshow.

**Credits:** 5

#### **Prerequisites:**

MEDIA 201.

**MEDIA 203: Advanced Digital Photography**

Course takes students beyond the basics of digital photography as they increase the depth of their aesthetic expression and photographic technique. Students will complete a series of directed projects designed to stimulate creative ideas, expand visual communication skills, improve composition, and develop their own unique body of work using digital cameras and photographic technologies. Students supply their own camera.

**Course Student Learning Outcomes**

1. Formulate and apply solutions to photographic and technical problems.
2. Develop an understanding of visual literacy through an open exchange of ideas and criticism.
3. Identify issues that influence individual perception of culture, place, and visual impact.
4. Capture and preserve the essence of community, environment, and culture in digital photographs to exhibit a website gallery.
5. Use Adobe Photoshop to process, adjust, optimize, and blend images.

**Credits:** 5

**Prerequisites:**

MEDIA 175.

**MEDIA 204: Digital Illustration**

Introduction to computer illustration with Adobe Illustrator. Learn basic through intermediate computer drawing skills, and use precision digital art production tools. Create professional quality vector graphics for printed materials, multimedia projects, and web presentation. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Demonstrate a thorough understanding of vector graphic manipulation with Adobe Illustrator.
2. Use Adobe Illustrator to translate hand drawings into vector art and knowledge of styles and effects.
3. Apply the use of fonts, color, and typographic design for effective communication and designs for social awareness.
4. Demonstrate a basic understanding of typography and how it is used in design.
5. Create a well-planned and designed layouts, logos, illustrations, or other design materials for print or web.

**Credits:** 5

**MEDIA 206: Database Driven Websites**

This course introduces the fundamentals of database driven website development using the PHP programming language and MySQL relational database management system. Students will learn web application programming fundamentals by developing a relational database and PHP web applications. Students will also gain hands-on experience working with web application security and common web application features like create, read, update and delete.

**Course Student Learning Outcomes**

1. Demonstrate an understanding of server-side versus client-side web programming.
2. Setup, configure and manage remote hosting account for PHP/MySQL web applications.
3. Demonstrate ability to use file transfer protocol (ftp) tools and simple PHP code editors.
4. Write PHP code to generate HTML responses.
5. Create and use web form input fields to pass variables with PHP.
6. Demonstrate ability to control code with conditions and functions.
7. Demonstrate use of loops and arrays with PHP code.
8. Create and maintain a relational database with MySQL.
9. Demonstrate the ability to connect to MySQL databases from PHP web applications.
10. Demonstrate the ability to find and debug PHP and SQL code with error messages, problem solving and critical thinking.
11. Build a web application the can create, read, update and delete data stored in a database.

**Credits:** 5

**Prerequisites:**

MEDIA 190 or instructor permission. Additional fees required for database Webserver account.

**MEDIA 212: Digital Portfolio**

Students will produce a website portfolio of digital media and artwork that showcases creative and technical skills. This capstone course is to guide students through the process of creating multimedia web portfolios for the need for college transfer applications and employment in related fields. Students will select, organize, develop, and present a collection of work that exhibits individual efforts, progress, and achievements. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Recognize how visual rhetoric is applied to support the purposes and goals of portfolio effectiveness while planning, organizing, and evaluating individual student portfolios.
2. Plan, organize, and complete projects that demonstrate knowledge of multimedia communications.
3. Plan, storyboard, edit and repurpose existing work, map hyperlinks, and create an original website portfolio that meets an appropriate and marketable standard.
4. Write a personal resume and identify short and long term continuing education and career goals.
5. Network with potential employers to identify specific requirements to achieve desired employment.

**Credits:** 5

**Prerequisites:**

MEDIA 110 and web design skills.

**MEDIA 215: Digital Video Projects**

Learn advanced digital video production, editing, filming, and lighting in field situations. Explore multiple documentary genres, community outreach, video logging, and video podcasting. Work in teams to produce and edit video documentary shorts that capture a story to achieve informational or emotional ends.

**Course Student Learning Outcomes**

1. Research, propose, plan, organize, film, edit, and evaluate the full production of digital video interviews, public service announcements, original story, and documentary digital video projects.
2. Identify audience, purpose, and perspective of public service announcements.
3. Collaborate to create a mini documentary and determine the documentary theme, audience, and goals.
4. Control lighting effects, camera movement, and production effects during filming, as well as, apply advanced video editing techniques.
5. Create and contribute to a video blog portfolio on the internet and market video projects.

**Credits:** 5

**Prerequisites:**

Basic digital video editing skills.

**MEDIA 224: Digital Storytelling**

Emerging technologies and new digital literacies require content creation that is retentive, absorbing, interactive, and social. Learn about media such as augmented reality that includes digital input overlapping the real-world environment, virtual worlds, and experiential projection spaces. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Identify goals and objectives of immersive projects and devise strategy to satisfy the stakeholder and revise.
2. Build wireframes, vision statements, and mockups for project through effective storytelling and transformative design.
3. Create an immersive environment and interfaces that include functionality with specific esthetics that promote appreciation and education.
4. Demonstrate project management and rapid prototyping to execute relevant and effective brand placement.

**Credits:** 5

**Prerequisites:**

Good computer file management skills

**MEDIA 260: Internship**

Thirty-three hours per credit. Internship in a workplace setting of the student's choice, based on needs and interests.

**Course Student Learning Outcomes**

1. Construct a Media 260 Internship Learning Contract with supervisor to cover duties and responsibilities the first week of the term.
2. Devise a goal statement for activities to be completed during the internship.
3. Work fifty-five hours per credit on devised projects.
4. Provide an Employer/Supervisor Evaluation upon completion by the last week of the term.

**Credits:** 1-5

**MEDIA 275: Social Media Marketing**

Develop and market a business presence and webpage on the Internet with social media and open source web applications. Explore online consumer behavior and Internet marketing campaigns. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Design and deploy a social media marketing action campaign.
2. Compare and contrast online and traditional consumer behavior.
3. Describe the significance of multi-channel content strategies, such as video, audio, interactive media, and impact of mobile technology on business and marketing.
4. Evaluate search engine optimization tools and web analytics.
5. Develop and market a unique online business presence with a blog and social media accounts.
6. Discuss the impact of mobile technology on business and marketing.

**Credits:** 5

**MEDIA 299: Integrated Study-Honors**

In this capstone honors course, students will complete a project relevant to their career pathway and program. The project will integrate at least two Business and IT programs (Business Administration, Administrative Office Systems, Computer Applications Technology, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project.

**Course Student Learning Outcomes**

1. Introduce the project and the program integration requirements.
2. Define the individualized project components and outcomes.
3. Demonstrate workplace skills based on criteria defined in a project created by the student and approved by the instructor.
4. Work with faculty to evaluate the completion of project tasks.
5. Present a final project to demonstrate the program learning outcomes of the relevant program of study.
6. Analyze commercials, television shows, and films according to their underlying narrative structures and persuasive (propaganda) techniques.

**Credits:** 2

**Prerequisites:**

Completion of 60 credits in the BUS/ IT program of study with a GPA of 3.5 or higher; and completion of the English course required in the BUS/IT program of study.

# Music

## **MUSC& 105: Music Appreciation**

Exploration of how and why we listen to music. Examination of the many roles that music plays in various world cultures. Musical examples drawn from Asia, Africa, Indonesia, North and South America (including Native American tribal groups), jazz, blues, and the Western classical tradition. No prior musical experience is necessary. (H)

### **Course Student Learning Outcomes**

1. Demonstrate a deeper emotional and intellectual understanding of the various musical elements (melody, harmony, rhythm, meter, form, instrumentation) through listening, attending lectures, reading the text and participating in class discussions.
2. Identify, in a general way, where a piece of music might have originated by applying the knowledge of the musical elements listed above.
3. Recognize the different societal uses for which music has been employed in various cultures and at various time periods. These will include art music (concert music); functional music (music for dance, films, and theater); work songs; ceremonial music; protest music; spiritual music; and background music.
4. Identify his/her own physical/cognitive/emotional/spiritual responses to a given piece of music and be able to compare how those responses might differ from the responses of the performers/composers/listeners of that musical work in its original incarnation. This should also provide an increased enjoyment from, and connection to, music of all kinds.
5. Identify, in a general way, the historical periods in Western art music (Medieval, Renaissance, Baroque, Classical, Romantic, Modern). Also, he/she will gain an appreciation for the context of historical events and parallel developments in non-Western music, jazz and folk music of North America.
6. Write and speak clearly and intelligently about the following topics: the elements of music, the societal implication of music, types of individual responses to music, and significant identifying characteristics of selected musical cultures of the world.

**Credits: 5**

## **MUSC& 141: Music Theory I**

Develops musicianship through study and application of compositional elements. Emphasis on musical notation, aural skills, and aesthetic musical values. (H) Each quarter prerequisite to the next or by permission of instructor.

### **Course Student Learning Outcomes**

1. Identify and apply musical pitch symbols.
2. Identify and apply musical rhythm symbols.
3. Classify various bodies of notational symbols.
4. Construct major scales on all pitches.
5. Identify tonal centers.
6. Alter tonal centers – transpose scales, works.

**Credits: 5**

## **MUSC 110: History of Rock N Roll**

A cultural/sociological history of pop music in the USA. Musical antecedents (blues, country, rhythm and blues) and outside influences (African drumming, Latin rhythms, folksingers) will be included, but the focus will be on the pop music of this period. The music will be addressed within the context of societal issues such as racism, conformity, generational conflict, governmental repression and censorship. (H)

### **Course Student Learning Outcomes**

1. Identify recorded examples of popular music by year, personnel, geographic origin and genre.
2. Comprehend the broad "family tree" of American popular music in detail and in general.
3. Explain how popular music helped to integrate America during the early days of rock'n'roll.
4. Explain the effect of race relations on the musicians and on the business of popular music.
5. Comprehend the role of federal and state governments in the area of artistic censorship.
6. Comprehend the positive and negative influences of popular music on intergenerational conflict.
7. Recognize the many cultural influences on American popular music (blues, gospel, country music, rhythm and blues, Latin dance forms, Native American philosophies, Eastern religion, gay culture and disco/raves, Asian influences on techno/dance music).

**Credits: 5**

**MUSC 136-138, 236-238: Jazz Ensemble I, II, III, IV, V, VI**

Study jazz styles through performance of jazz literature. Emphasis on development of improvisational techniques. Course is contingent upon availability of qualified students. This class will include students from multiple sections. (P, E)

**Course Student Learning Outcomes**

1. Demonstrate improvement of skills in the following areas: music reading, improvisation, jazz theory, rhythmic concepts, and transposition (all).
2. Perform a repertoire of jazz tunes and standards (through reading and memorization) drawn from the works of Billy Strayhorn, Thelonious Monk, Charlie Parker, Miles Davis, John Coltrane, Charles Mingus, Chick Corea, Herbie Hancock and popular songwriters such as Jerome Kern and Richard Rodgers (all).
3. Play and sing the melodies and improvise on this repertoire as well as knowing the harmony (all).
4. Perform the appropriate rhythm section role (comping) while others are soloing or playing the melody (rhythm section).
5. Demonstrate appropriate concert etiquette/behavior during the scheduled performances. This will include: preparation of music, preparation of instruments/accessories as appropriate, showing up on time for all rehearsals and concerts (all).

**Credits:** 1-3

**Prerequisites:**

Instructor permission.

**MUSC 139: Jazz Improvisation Seminar**

Seminar focusing on development of skills and techniques in jazz improvisation. Students should be able to read notes and chord symbols and should be acquainted with basic music theory principles. Concurrent enrollment in Jazz Ensemble is suggested but not mandatory. (E)

**Course Student Learning Outcomes**

1. Demonstrate improvement of skills in the following areas: jazz improvisation, jazz theory, and rhythmic concepts.
2. Apply skills learned in class to improvised solos.
3. Comprehend various topics in jazz theory/harmony as they relate to the construction and execution of a successful improvised solo.
4. Perform the melodies and construct an improvised solo over the chord changes of several selected tunes.

**Credits:** 2

**Prerequisites:**

At least one quarter of Jazz Ensemble or by audition. Proficiency on instrument.

**MUSC 146-148: Vocal Ensemble I, II, III**

The study and performance of specialized contemporary and jazz vocal music suitable for beginning and advanced students. This class will include students from multiple sections. (P, E)

**Course Student Learning Outcomes**

1. Sing jazz and contemporary music in various tempos, including the following: ballads, jazz swing, and latin.
2. Demonstrate appropriate stage presence in a performance setting, including the following: be able to introduce music performed by both soloist and ensemble to the audience, wear appropriate concert attire as prescribed by the instructor.
3. Understand and use proper microphone technique while singing.
4. Understand and apply good breath control and tone while singing, including the following: the use of vibrato and song delivery.
5. Identify the key concepts in the articulation of song lyrics.
6. Name and identify the key concepts in the interpretation of jazz and contemporary vocal music, including the following: vowels, dynamics, message of songs performed, theoretical understanding of songs performed, historical information of songs performed.
7. Display memory of tunes performed in concert setting.
8. Display consistent attendance and participation in the twice weekly lab setting.

**Credits:** 2

**Prerequisites:**

Permission of instructor.

**MUSC 158: Beginning Piano**

This course is designed for the beginning student with little or no keyboard experience. Students will become proficient in note reading by interval and note name, rhythm/rest values, and use of chords in C, G and F. Maximum enrollment, 8 students. (E)

**Course Student Learning Outcomes**

1. Note reading by interval and note name.
2. Rhythm/rest values.
3. Technique and hand position in major/minor keys.
4. Use of primary chords in C, G and F.
5. Additionally, students will receive an overview in music history, including the style periods: Baroque, Classical, Romantic, and Contemporary, and the primary composers of these eras.

**Credits:** 2

**Prerequisites:**

Permission of instructor.

**MUSC 161: Beginning Instruction-Voice/ Instruments**

This course will focus on basic and intermediate music performance instruction (instrumental or vocal). (E)

**Course Student Learning Outcomes**

1. Tune the instrument; none of these are very specific, really can interpret them in a number of ways.
2. Demonstrate proficiency in basic techniques.
3. Read notes and chords.
4. Perform at least three complete pieces.
5. Demonstrate basic music theory knowledge.

**Credits:** 2

**MUSC 239: Jazz Improvisation Seminar**

Seminar focusing on development of skills and techniques in jazz improvisation. Students should be able to read notes and chord symbols and should be acquainted with basic music theory principles. Concurrent enrollment in Jazz Ensemble is suggested but not mandatory. (E)

**Course Student Learning Outcomes**

1. Demonstrate improvement of skills in the following areas: jazz improvisation, jazz theory, and rhythmic concepts.
2. Apply skills learned in class to improvised solos.
3. Comprehend various topics in jazz theory/ harmony as they relate to the construction and execution of a successful improvised solo.
4. Perform the melodies and construct an improvised solo over the chord changes of several selected tunes.

**Credits:** 2

**Prerequisites:**

At least one quarter of Jazz Ensemble or by audition. Proficiency on instrument.

**MUSC 246-248: Vocal Ensemble IV, V, VI**

Continuation of Music 148. (P, E)

**Course Student Learning Outcomes**

1. Sing jazz and contemporary music in various tempos, including the following: ballads, jazz swing, and latin.
2. Demonstrate appropriate stage presence in a performance setting, including the following: be able to introduce music performed by both soloist and ensemble to the audience, wear appropriate concert attire as prescribed by the instructor.
3. Understand and use proper microphone technique while singing.
4. Understand and apply good breath control and tone while singing, including the following: the use of vibrato and song delivery.
5. Identify the key concepts in the articulation of song lyrics.
6. Name and identify the key concepts in the interpretation of jazz and contemporary vocal music, including the following: vowels, dynamics, message of songs performed, theoretical understanding of songs performed, historical information of songs performed.
7. Display memory of tunes performed in concert setting.
8. Display consistent attendance and participation in the twice weekly lab setting.

**Credits:** 2

**MUSC 260: Special Topics**

Special topics in music. This class may include students from multiple sections.

**Course Student Learning Outcomes**

Learning outcomes vary according to topic.

**Credits:** 1-5

# Nursing

## **NURS 101: Nursing I**

Nursing 101 introduces concepts and theories basic to the art and science of the nursing role. Provides an introduction to holistic assessment and care management, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism. Requires admission to the nursing program.

### **Course Student Learning Outcomes**

1. Identify relevant and abnormal data from a physical assessment.
2. Identify the principles of evidence based practice and research application.
3. Identify concepts of caring.
4. Identify principles of safety in patient care.
5. Identify teaching interventions in the context a nursing care plan.
6. Describe elements of the nursing process.
7. With assistance, develops a concept map and nursing care plan.
8. Identify members of the the healthcare team.
9. Identify communication techniques in the professional relationship.
10. Identify historical and contemporary issues influencing the development of professional nursing practice.

**Credits: 5**

## **NURS 102: Nursing II - Theory**

Nursing 102 is a nursing theory course with a focus on chronic illness. Chronic alterations in health are considered in the context of holistic assessment and care management, pharmacology, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism.

### **Course Student Learning Outcomes**

1. Identify relevant and abnormal data in the assessment of chronically ill patient.
2. Identify evidence based information to make clinical judgments and management decisions to ensure accurate and safe care for chronically ill clients.
3. Apply caring concepts when providing care to patients with chronic alterations in health.
4. Applying principles of safety, correlate the performance of nursing care with desired physiologic and psychologic outcomes in the chronically ill patient.
5. Apply principles of patient teaching in the context of chronic illness.
6. Apply the nursing process in the context of the chronic illness.
7. Apply principles of collaborative decision making in the context of chronic illness.
8. Identify appropriate communication to achieve positive client outcomes in the context of chronic illness.

**Credits: 6**



**NURS 103: Nursing III - Theory**

Nursing 103 is a nursing theory class where student explore acute and chronic alterations in health across the lifespan are considered in the context of holistic assessment and care management, pharmacology, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Apply relevant and abnormal data in the assessment of the well, chronically ill and acutely ill adult and pediatric client.
2. Apply evidence based information to make clinical judgments for chronically and acutely ill adult clients, as well as pediatric clients.
3. Apply caring concepts when providing care to patients with chronic and acute alterations in health.
4. Applying principles of safety, correlate the performance of nursing care with desired physiologic and psychologic outcomes for clients in chronic, acute care and pediatric settings.
5. Identify areas of patient teaching in the context of chronic and acute illness, as well as the pediatric client.
6. Apply the nursing process in the context of acute and chronic illness, as well as the pediatric client.
7. Apply principles of collaborative decision making in the context of acute and chronic illness, as well as the pediatric client.
8. Identify appropriate communication to achieve positive client outcomes in the context of chronic illness and acute illness, as well as in the context of pediatric client.
9. Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of acute and chronic illness, as well as in the context of the pediatric client.

**Credits: 6**

**NURS 111: Fundamental Clinical Nursing Skills**

Nursing 111 is a basic nursing skills lab course. Students demonstrate basic nursing skills using principles of holistic assessment, evidence based standards of practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism. Requires admission to the nursing program.

**Course Student Learning Outcomes**

1. Perform a basic physical and cognitive assessment in the skills lab setting.
2. Identify evidence-based information and accepted standards of practice related to the performance of basic nursing skills.
3. Identify aspects of holistic caring behavior as it relates to the performance of basic nursing skills.
4. Adhere to principles of safety when performing basic nursing skills.
5. Identify areas of patient teaching related to basic nursing skills.
6. Demonstrate self organization in the performance of basic nursing skills.
7. Work collaboratively with other students in the skills and simulation lab.
8. Identify non-therapeutic and therapeutic communication skills.
9. Demonstrate professional behavior in the skills lab and simulation lab.

**Credits: 2**

**NURS 112: Nursing II - Lab**

Nursing 112 is a clinical/lab course where students begin to demonstrate competencies necessary to meet the physical and psychosocial needs of those experiencing alterations in health across the lifespan. Integrated concepts include holistic assessment, evidence based practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. With cuing assess the client for basic changes in health status.
2. With cuing assess at a basic level, the emotional, cultural, religious and spiritual influences on the client's health status.
3. With cuing apply evidence based information to make clinical judgments and management decisions to ensure accurate and safe care in the long term care setting.
4. With cuing demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team.
5. Provide accurate and safe nursing care in long-term care setting for one client.
6. With cuing provide teaching based on an individualized teaching plan in the long term care setting.
7. With cuing organize and manage the holistic care of one client in the long-term care setting.
8. With cuing collaborate with the client and other members of the healthcare team to achieve outcomes in the long term care setting.
9. With cuing utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the long term care setting.
10. With cuing utilize therapeutic communication skills when interacting with clients in the long term care setting.
11. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice in the long term care setting.
12. Demonstrate professional behavior in the long term care setting.

**Credits: 5**

**NURS 113: Nursing III - Lab**

Nursing 113 is a clinical/lab course where students continue to demonstrate competencies necessary to meet the needs physical and psychosocial needs of those experiencing alterations in health across the lifespan. Focus on the acute care and community setting. Integrated concepts include holistic assessment, evidence based practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Assess the adult and pediatric client for basic changes in health status in acute care and community settings.
2. Assess at a basic level, the emotional, cultural, religious and spiritual influences on the client's health status.
3. With minimal cuing apply evidence based information to make clinical judgments and management decisions to ensure accurate and safe care of adult and pediatric patients in acute care and community settings.
4. Demonstrate, with minimal cuing, holistic caring behavior towards the adult and pediatric client, significant support person(s), peers, and other members of the health care team in the acute care and community settings.
5. Provide holistic accurate and safe nursing care in pediatric community settings and in the acute care setting with one to two patients.
6. With minimal cuing provide teaching based on an individualized teaching plan for adult and pediatric clients in acute care and community settings.
7. With minimal cuing organize and manage the holistic care of pediatric clients in the community setting and of one to two adult clients in the acute care setting.
8. With minimal cuing, collaborate with the adult and pediatric client, significant support person(s) and other members of the healthcare team to achieve client outcomes in acute care and community settings.
9. With minimal cuing utilize appropriate verbal and written channels of communication to achieve positive client outcomes in acute care and community settings.
10. With minimal cuing utilize therapeutic communication skills when interacting with adult and pediatric clients and support persons in the acute care and community setting.
11. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice in the acute care and community setting.
12. Demonstrate professional behavior in the acute care and community setting.

**Credits: 5**

**NURS 201: Nursing IV-Theory**

Nursing 201 is a nursing theory course where student continue to explore complex alteration in health across the lifespan in the context of holistic assessment and care management, pharmacology, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Analyze relevant and abnormal data in the assessment of normal and high risk obstetric patient, the normal newborn and acutely ill adult clients.
2. Apply evidence based information to make clinical judgments for the normal and the high risk obstetric client, as well as acutely ill adult clients.
3. Apply concepts of caring to clients with acute alterations in health and obstetric clients, and adapt care to in consideration of the client's values, customs, culture, and/or habits.
4. Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for clients in obstetric and acute care settings.
5. Identify components of patient teaching in the context of chronic and acute illness, as well as the obstetric client.
6. Apply the nursing process in the context of acute illness and the obstetric client.
7. Apply principles of collaborative decision making in the context of acute illness, as well as the obstetric client.
8. Identify appropriate communication to achieve positive client outcomes in the context in the context of acute illness, as well as the obstetric client.
9. Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of acute illness as well as the obstetric client.

**Credits: 6**

**NURS 202: Nursing V-Theory**

Nursing 202 is a nursing theory course where student continue to explore increasingly complex alteration in health across the lifespan in the context of holistic assessment and care management, pharmacology, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Analyze relevant and abnormal data in the assessment of the acute and critically ill patient.
2. Analyze evidence based information to make clinical judgments for acute and critically ill patients.
3. Apply concepts of caring to clients with acute and critical alterations in health, and adapt care to in consideration of the client's values, customs, culture, and/or habits.
4. Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for acutely and critically ill clients.
5. Identify components of patient teaching in the context of chronic and acute illness and critical illness.
6. Apply the nursing process in the context of the acute illness and critical illness.
7. Apply principles of collaborative decision making in the context of acute and critical illness.
8. Identify appropriate communication to achieve positive client outcomes in the context of acute and critical illness.
9. Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of acute and critical illness.

**Credits: 4**

### **NURS 203: Nursing VI - Theory**

Nursing 203 is a nursing theory course where student continue to explore complex alteration in health across the lifespan in the context of holistic assessment and care management, pharmacology, evidence based clinical decision making, concepts of caring, safety, patient teaching, collaboration, therapeutic communication, and professionalism.

#### **Course Student Learning Outcomes**

1. Analyze relevant and abnormal data in the assessment of the critically and emergently ill patient.
2. Use evidence based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care.
3. Apply concepts of caring to clients with critical and emergent alterations in health, and adapt care to in consideration of the client's values, customs, culture, and/or habits.
4. Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for critically and emergently ill clients.
5. Provide teaching based on individualized teaching plan.
6. Apply the nursing process in the context of critical illness, emergency care and community setting.
7. Apply principles of collaborative decision making in the context of critical illness, emergency care and community setting.
8. Identify appropriate communication to achieve positive client outcomes in the context of critical illness, emergency care and community settings.
9. Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of critical illness, emergency care and community setting.
- 10.
11. Analyze changes in health status in acute care and mental health settings.
12. Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status.
13. Apply evidence based information to make clinical judgments and management decisions to ensure accurate and safe care for clients in acute care and mental health settings.
14. Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team in the acute care and mental health setting.
15. Provide holistic accurate and safe nursing care in mental health settings and in acute care setting with two patients.
16. Provide teaching based on an individualized teaching plan in the acute care and mental health setting.
17. Organize and manage the holistic care of clients in the mental health setting and in the acute care setting for two clients.
18. Collaborate with the client, significant support person(s) and other members of the healthcare team to achieve client outcomes in the acute care setting and mental health setting.
19. Utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the acute care setting and mental health setting.
20. Utilize therapeutic communication skills when interacting with clients and support persons in the acute care and mental health setting.
21. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice in the acute care and mental health setting.
22. Demonstrate professional behavior in the acute care and mental health setting.

**Credits: 4**

**NURS 211: Nursing IV - Lab**

Nursing 211 is a clinical/lab course where students continue to demonstrate competencies necessary to meet the physical and psychosocial needs of those experiencing alterations in health across the lifespan. Focus on the acute care and mental health setting. Integrated concepts include holistic assessment, evidence based practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Analyze changes in health status in acute care and mental health settings.
2. Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status.
3. Apply evidence based information to make clinical judgments and management decisions to ensure accurate and safe care for clients in acute care and mental health settings.
4. Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team in the acute care and mental health setting.
5. Provide holistic accurate and safe nursing care in mental health settings and in acute care setting with two patients.
6. Provide teaching based on an individualized teaching plan in the acute care and mental health setting.
7. Organize and manage the holistic care of clients in the mental health setting and in the acute care setting for two clients.
8. Collaborate with the client, significant support person(s) and other members of the healthcare team to achieve client outcomes in the acute care setting and mental health setting.
9. Utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the acute care setting and mental health setting.
10. Utilize therapeutic communication skills when interacting with clients and support persons in the acute care and mental health setting.
11. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice in the acute care and mental health setting.
12. Demonstrate professional behavior in the acute care and mental health setting.

**Credits: 5**

**NURS 212: Nursing V-Lab**

Nursing 212 is a clinical/lab course where students continue to demonstrate competencies necessary to meet the physical and psychosocial needs of those experiencing alterations in health across the lifespan. Focus on the acute care and obstetric health setting. Integrated concepts include holistic assessment, evidence based practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Analyze changes in health status in acute care and obstetric settings.
2. Analyze the impact of complex developmental, emotional, cultural, religious and spiritual influences on the client's health status.
3. Analyze evidence based information to make clinical judgments and management decisions to ensure accurate and safe care for increasingly complex clients in acute care and obstetrics.
4. Demonstrate holistic caring behavior towards the increasingly complex client, significant support person(s), peers, and other members of the health care team in the acute care and obstetric setting.
5. Provide holistic accurate and safe nursing care in obstetric settings and in acute care setting with two increasingly complex patients.
6. Provide teaching based on an individualized teaching plan for the increasingly complex client in the acute care and obstetric setting.
7. Organize and manage holistic care in the obstetric setting and in the acute care setting for two increasingly complex clients.
8. Supervise a group of students in the long-term care facility, delegating, monitoring, and evaluating appropriately.
9. Collaborate with the increasingly complex client, significant support person(s) and other members of the healthcare team to achieve client outcomes in the acute care setting and obstetric setting.
10. Utilize appropriate verbal and written channels of communication to achieve positive client outcomes for the increasingly complex client in the acute care setting and obstetric setting.
11. Utilize therapeutic communication skills when interacting with increasingly complex clients and support persons in the acute care and obstetric setting.
12. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice for the increasingly complex client in the acute care and obstetric setting.
13. Demonstrate professional behavior in the acute care and obstetric setting.

**Credits: 6**

**NURS 213: Nursing VI-Lab**

Nursing 213 is a clinical/lab course where students continue to demonstrate competencies necessary to meet the physical and psychosocial needs of those experiencing alterations in health across the lifespan. Focus on the transition to the novice registered nurse role. Integrated concepts include holistic assessment, evidence based practice, caring, safety, patient teaching, organizing and managing care, collaboration, therapeutic communication, and professionalism.

**Course Student Learning Outcomes**

1. Holistically assess the biopsychosocial-spiritual-cultural dynamic needs of the client.
2. Use evidence based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care.
3. Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team.
4. Provide accurate and safe nursing care in diverse settings.
5. Provide teaching based on individualized teaching plan.
6. Organize and manage the holistic care of clients.
7. Work cooperatively with others in the decision-making process to achieve client and organizational outcomes.
8. Utilize appropriate verbal and written channels of communication to achieve positive client outcomes.
9. Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice.
10. Demonstrate professional behavior in diverse settings.

**Credits:** 6

**Prerequisites:**

successful completion of NURS 212.

## Nursing Assistant

**NAC 105: Nursing Assistant Certified**

Course studies the role of the nursing assistant, including basic nursing skills, emergency procedures, and laws and regulations affecting nursing assistants. Course consists of classroom, laboratory, and clinical experiences needed to become a nursing assistant. On completion, students are eligible to take the Washington State Certificate Exam, making them employable in many settings such as hospitals, skilled nursing facilities (long term care and rehab), and assisted living facilities. Includes 7 hours of HIV/ AIDS healthcare certificate. To meet the hours of education required by the state, attendance for all classes and clinicals is mandatory. Students must complete application process, including a Washington State Patrol background check, and be accepted into the course. For more information, go to [pencol.edu/proftech/nursing-assistant](http://pencol.edu/proftech/nursing-assistant).

**Course Student Learning Outcomes**

1. Apply skills and knowledge of high quality nursing assistant care, as a member of a LTC professional team.
2. Articulate accurate objective medical information verbally and in writing to other professional team members.
3. Demonstrate proficient assistance to a wide variety of residents in a safe, clean environment.
4. Create a care environment that encourages independence, while maintaining dignity, for each resident in their care.
5. Demonstrate competence with care assistance, and decision making.
6. Identify potential hazards and infectious agents to help with facility safety.
7. Demonstrate an understanding of the health care system.
8. Identify the facility policies and procedures and adhere with high self-expectations and standards.
9. Identify healthy care practices for themselves and their families, using the new skills learned in care giving.

**Credits:** 6

# Nutrition

## **NUTR& 101: Introduction to Human Nutrition**

Basic principles of nutrition across the lifespan. Details the digestive process, the digestion and absorption of macro and micronutrients including vitamins, minerals, and phytonutrients. Examines the role of nutrition in the maintenance of optimal health and disease prevention. Includes analysis of personal dietary habits and the components of a healthful diet. (NS)

### **Course Student Learning Outcomes**

1. Explore the relationship of diet to health and fitness.
2. Analyze and design the components of a healthful diet.
3. Explain how carbohydrates, proteins, and lipids are used in the body.
4. Discuss the role of vitamins, minerals and phytonutrients in the human body.
5. Describe the digestion and absorption of nutrients in the body.
6. Explore and compare the metabolism of different macronutrients.
7. Evaluate current nutrition issues and popular diets.

**Credits:** 5

### **Prerequisites:**

Eligibility for ENGL& 101 and P (2.0 or higher) in MATH 063/064 or equivalent.

## **NUTR 121: Nutrition in Healthcare I**

Nutrition in Healthcare I provides an introduction to nutritional concepts in healthcare with a focus on holistic assessment, health promotion and wellness across lifespan. The role of the nurse is emphasized.

### **Course Student Learning Outcomes**

1. Identify nutritional concepts in the context of health and wellness across the lifespan.
2. Discuss nutrition-related health promotion topics with a focus on wellness.
3. Identify the influence of ethnicity, culture and spiritual/religious beliefs on food choice.

**Credits:** 3

### **Prerequisites:**

Requires admission to the nursing program.

## **NUTR 122: Nutrition in Healthcare II**

Nutrition in Healthcare II is the second in a series of three courses. In this course, nutrition concepts are applied to various chronic alterations in health across the lifespan.

### **Course Student Learning Outcomes**

1. Identify relevant and abnormal data in the assessment of nutritional problems in the chronically ill client.
2. Apply nutritional principles to adults experiencing various chronic alterations in health.
3. Apply drug and nutrient interaction principles to maintain safety.
4. Discuss nutrition-related health promotion topics with a focus on wellness.

**Credits:** 1

### **Prerequisites:**

NUTR 121

## **NUTR 123: Nutrition in Healthcare III**

Nutrition in Healthcare III is the third in a series of three courses. In this course, nutrition concepts are applied to various chronic and acute alterations in health across the lifespan.

### **Course Student Learning Outcomes**

1. Identify relevant and abnormal data in the assessment of nutritional problems in children and adults experiencing various acute and chronic alterations in health.
2. Apply evidence based nutritional principles to children and adults experiencing various acute and chronic alterations in health.
3. Apply drug and nutrient interaction principles to maintain safety in the context of children and adults experiencing various acute and chronic alterations in health.

**Credits:** 1

### **Prerequisites:**

NUTR 122.

# Oceanography

## **OCEA& 101: Introduction to Oceanography**

General survey of geological, physical, chemical, and biological oceanography. Includes history of oceanography, origin of ocean basins, plate tectonics, sea floor, waves, tides, currents, properties of water, composition of seawater, ocean productivity, pelagic environment, benthic environment, coastal processes, marine resources, and pollution. (NS)

### **Course Student Learning Outcomes**

1. Applied an understanding of fundamental ocean processes to explain how the ocean is structured and how ocean characteristics shape life.
2. Described at least one major finding about the oceans developed via an application of the scientific method.
3. Identified at least one major relationship between oceans and human communities.
4. Considered career/education opportunities in ocean sciences, technology or education.
5. Extracted and manipulated subsets of ocean data from online databases, or field collected data, in order to answer a research question.
6. Communicated concepts in ocean science via writing and speaking.
7. Extract the main concepts from a variety of readings in ocean science, including primary, secondary, and tertiary sources, demonstrating strong reading comprehension skills.

**Credits:** 5

### **Prerequisites:**

Eligibility for both ENGL& 101 and MATH 090/091.

# PE Professional

## **PEPRO 101: Coaching Youth Soccer**

The Washington State E coaching course is an introduction to the methodology of coaching and the four components of coaching soccer: Technique, Tactics, Fitness, and Psychology. This course provides elementary information in the management and preparation of coaching youth soccer. (E)

### **Course Student Learning Outcomes**

1. Demonstrate competency in planning an age-appropriate activity and lesson plan.
2. Understand Laws of the Game, Prevention and Care of Injuries, Nutrition, Sleep and Hydration.
3. Demonstrate the essential competencies to execute a team training session that is focused on a technical function of the game using small sided games and facilitator games.

**Credits:** 2

### **Prerequisites:**

**COACHING YOUTH SOCCER** The Washington State E coaching course is an introduction to the methodology of coaching and the four components of coaching soccer: Technique, Tactics, Fitness, and Psychology. This course provides elementary information in the management and preparation of coaching youth soccer. (E)

## **PEPRO 102: Advanced Coaching for Youth Soccer**

The D coaching course prepares students by expanding their knowledge and understanding of the technical and tactical demands of soccer and the developmental process necessary for players. It also provides an understanding of practical coaching methodology and the framework necessary to prepare players and a team for competition. This class may include students from multiple sections. (E)

### **Course Student Learning Outcomes**

1. Teach the Principles of Play in a training environment.
2. Apply the Principles of Play to functional group roles in a full team system.
3. Plan a sequence of training and development of youth players.

**Credits:** 5



**PEPRO 110: Sports Officiating**

Weekend seminar covering rules, mechanics, and procedures for competitive sports officiating; enforcement of rules; use of signals; personal appearance and conduct, and qualifications for officials' ratings. (E)

**Course Student Learning Outcomes**

1. Teach the Principles of Play in a training environment (7v7 to 9v9).
2. Apply the Principles of Play to functional group roles in a full team system.
3. Plan a sequence of training and weekly cycles to complete a seasonal plan.

**Credits:** 3

## Philosophy

**PHIL& 101: Introduction to Philosophy**

Examination of central issues from each major branch of philosophy. Emphasis on understanding and evaluating diverse answers to philosophical questions about human knowledge, existence, and moral values. (H)

**Course Student Learning Outcomes**

1. Explain the nature, method, and value of philosophy.
2. Explain, defend, apply, and evaluate various solutions to problems in metaphysics, such as the paradox of free and determinism, the existence of God, and the nature of mind and body.
3. Explain, defend, apply, and evaluate philosophically important moral theories, such as ethical relativism, utilitarianism, Kantianism, and elitism.
4. Explain, defend, apply, and evaluate various conceptions of the legitimate purpose of the state, such as anarchist, democratic, libertarian, and rights conceptions.
5. Explain, defend, apply, and evaluate traditional theories of knowledge, such as the theories developed by Descartes, Locke, and Hume.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

**PHIL& 115: Critical Thinking**

Study of informal logic. Emphasis on methods for identifying arguments, detecting common fallacies, and applying principles of correct inductive reasoning. Designed to improve rational thinking skills as applied to both belief and action. (H)

**Course Student Learning Outcomes**

1. Define and apply concepts of truth, validity, and soundness.
2. Define and apply concepts of ambiguity and vagueness.
3. Define and apply various informal fallacies.
4. Define and apply induction by enumeration, statistical syllogism, and argument from analogy.
5. Define and apply principles of correct causal reasoning.
6. Define and apply sources of truth.

**Credits:** 5

**PHIL& 120: Symbolic Logic**

Introduction to first-order symbolic logic. Topics include symbolizing, truth tables, truth trees, proofs for sentence and predicate logic with identity, conditional and indirect proof, and invalidating interpretations. (QS, NS)

**Course Student Learning Outcomes**

1. Define the concepts of truth, validity, and soundness.
2. Symbolize truth-functional sentences using symbolic notation.
3. Using truth-tables and the truth-tree method for assessing validity.
4. Construct proofs using the rules of propositional logic.
5. Apply the methods of conditional and indirect proof.
6. Symbolize quantified, predicate, and relational sentences using symbolic notation.
7. Construct proofs using the rules of predicate logic.
8. Providing interpretations to establish invalidity.

**Credits:** 5

**Prerequisites:**

P (2.0 or higher) in MATH 090/091 or equivalent.

**PHIL 130: Ethics**

Introduction to moral theory and its application to contemporary moral issues. Potential topics include nihilism, relativism, utilitarianism, Kant, legal punishment, distributive justice, terrorism, abortion, animal rights, and euthanasia. (H)

**Course Student Learning Outcomes**

1. Explain the nature, justification, and limitations of various ethical theories, such as Ethical Nihilism, Ethical Skepticism, Ethical Relativism, the Divine Command Theory, Utilitarianism, and Kantianism.
2. Explain the nature, justification, and limitations of various diverse views on moral issues relating to particular moral problems, such as legal punishment, economic justice, discrimination, abortion, and animal rights.

**Credits:** 5

**Prerequisites:**

Eligibility for or completion of ENGL& 101.

## Phlebotomy

**MED 125: Introduction to Phlebotomy**

This course introduces students to phlebotomy and is intended to provide an overview of the profession, discuss ethical issues regarding patient care, review job duties, and explore professional organizations, laws, and standards relevant to the profession. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Review standards and guidelines relevant to patient care and the phlebotomy profession.
2. Learn how to use an educational electronic medical record system to document patient care, orders, and lab results.
3. Explore regulatory issues and legal considerations relevant to the profession.
4. Discuss issues related to patient confidentiality and patient rights.
5. Review and discuss human anatomy and blood collection sites and techniques.
6. Describe physical requirements of the profession.

**Credits:** 5

**Prerequisites:**

Program application and acceptance; entry codes required to register for all MED courses.

**MED 126: Intermediate Phlebotomy with Lab**

This course continues to instruct students in the study of phlebotomy and includes a skills laboratory component. Students will perform their clinical tasks under supervision in the lab and will put into practice the techniques and skills reviewed and discussed in the preceding course. IBEST instructor(s) will review math, writing, and communication subjects within the context of the phlebotomy profession. Topics to be covered, include, but are not limited to capillary, venous, and arterial blood withdrawal procedures, EKGs, CLIA-waived tests, blood borne pathogen and workplace safety training, aseptic handwashing and appropriate use of personal protective equipment. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Perform tasks within their scope of practice.
2. Respond to verbal and nonverbal cues when interacting with patients, providers, and staff.
3. Adhere to regulations regarding workplace safety.
4. Perform capillary, venous, and arterial invasive procedures related to blood withdrawal.
5. Perform electrocardiograms.
6. Complete blood borne pathogen training and comply with safety signs, symbols, and protocols.
7. Perform CLIA-waived tests.
8. Perform aseptic handwashing.
9. Implement critical thinking skills in various areas, including infection control and documenting or reporting test results.
10. Identify quality assurance and quality control practices in the medical setting.

**Credits:** 9

**Prerequisites:**

Completion of MED 102 and 125 with a 2.0 or better. Entry codes are required to register.

**MED 127: Advanced Phlebotomy with Externship/ Capstone**

This course is the final of three phlebotomy courses and includes a clinical externship and a capstone/job readiness component. Students will perform their clinical skills under supervision in the lab, at a contracted practicum site, and will perform the minimum number and type of blood withdrawal procedures required to earn eligibility for their Phlebotomy Technician Certification through the National Center for Competency Testing. Students will complete a capstone project to ensure their readiness to enter the workforce. This class may include students from multiple sections.

**Course Student Learning Outcomes**

1. Comply with laws and standards governing specimen collection as related to reliability and accuracy in lab testing.
2. Select appropriate equipment for the test ordered and type of patient.
3. Review and clarify orders and identify patients according to regulatory standards.
4. Recognize commonly ordered tests and the tubes needed for collection.
5. Perform appropriate post-test patient care.
6. Report results and critical values for point of care procedures.
7. Develop professional portfolio, including resume, cover letter, reference list, and letters of reference.
8. Complete a clinical externship, earning a minimum of 100 hours of patient care experience in the lab.
9. Participate in practice sessions to prepare for the national credentialing exam and job interviews.
10. Apply for MA-P credential.

**Credits:** 10

**Prerequisites:**

Completion of MED 126 with a 2.0 or better. Entry codes are required to register.

## Physical Education

**PE 108/109: Conditioning & Wellness I, II**

Applies health and wellness principles, cardiovascular fitness, and strength training for a comprehensive fitness program. Emphasis on circuit training. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Learn and apply the fundamentals of body conditioning i.e. warm-up, stretching and proper cardiovascular training techniques.
2. Participate in a variety of conditioning opportunities to discover how cross training enhances cardiovascular development and interest in fitness.
3. Demonstrate increased knowledge of proper health and fitness practices.
4. Identify and develop habits that can lead to a life of good health and fitness.

**Credits:** 1

**PE 142-144: Yoga I-III**

Introduction to the practice of Hatha Yoga, including the physical postures (asanas), breathing exercises (pranayama), meditation, and deep relaxation. Yoga improves strength, flexibility, balance, concentration, stress management, and overall health. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Perform yoga poses such as inversion, twisting, and balancing variation.
2. Execute proper alignment in physical poses.
3. Perform yoga flow (vinyasa) combinations.
4. Discuss the benefits of poses, breathing, and relaxation techniques used in class.
5. Apply meditation/mindfulness techniques to center and calm.

**Credits:** 1

**PE 162-164: Weighttraining I, II, III**

Fundamentals of strength training with emphasis on proper lifting techniques, development of individualized workout programs, knowledge of muscles in the body, and proper use of machines and equipment. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Learn and apply the fundamentals of weight training, i.e. warm-up, stretching and proper lifting technique.
2. Identify the basic muscle groups and determine how best to strengthen and tone them.
3. Demonstrate increased knowledge of strength training and proper health and fitness practices.
4. Identify and develop habits that can lead to a life of good health and fitness.

**Credits:** 1

**PE 210-212: Advanced Basketball for Men I, II, III**

Prepares for competition in basketball at the community college level. (E)

**Course Student Learning Outcomes**

1. To learn (or improve on) the fundamentals of basketball, i.e. dribbling, passing, shooting, and all other aspects of basketball.
2. To identify the basic rules of basketball.
3. To introduce fundamentals of offensive and defensive strategies.
4. To teach basic principles of team work, sportsmanship, and fair play.

**Credits:** 1-2

**Prerequisites:**

Instructor's permission.

**PE 220-222: Advanced Basketball Women I, II, III**

Prepares for competition in basketball at the community college level. (E)

**Course Student Learning Outcomes**

1. To learn and acquire certain basketball and fitness related skills.

**Credits:** 1-2

**Prerequisites:**

Instructor's permission.

**PE 230-232: Advanced Soccer for Men I, II, III**

Prepares for competition in soccer at the community college level. (E)

**Course Student Learning Outcomes**

1. Prepare for competition in soccer at the community college level.

**Credits:** 1-2

**Prerequisites:**

Instructor's permission.

**PE 243-245: Advanced Soccer for Women I, II, III**

Prepare for competition in soccer at the community college level. (E)

**Course Student Learning Outcomes**

1. To improve on the fundamentals of soccer, i.e. dribbling, passing, shooting, and all other aspects of soccer.
2. To identify the basic rules of soccer.
3. To improve on offensive and defensive strategies.
4. To teach basic principles of team work, sportsmanship, and fair play.

**Credits:** 1-2

**Prerequisites:**

Instructor's permission.

## Physics

**PHYS& 110: Physics for Non-Science Majors**

An introduction to physics intended for students not majoring in science. Topics include basic coverage of motion, force, energy, momentum, gravity, electricity and magnetism, light, waves, and relativity. Course includes one lab credit. (NS, E)

**Course Student Learning Outcomes**

1. To build models of real-world phenomena using physics concepts, then use those models to analyze/predict phenomena.
2. To be able to identify and analyze interactions between objects in terms of the underlying physics, and to show/explain this to another person.
3. To carry out and interpret experiments in the laboratory, and to correctly answer questions related to the content covered.
4. To successfully communicate ideas through classroom participation, writing, and graphics.

**Credits:** 5

**PHYS& 114: General Physics I with Lab**

Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Mechanics. (NS)

**Course Student Learning Outcomes**

1. Describe, explain, and use concepts of one-dimensional motion to solve 1-d motion problems.
2. Describe, explain, and use concepts of momentum and energy (and their associated conservation laws), along with Galilean relativity in solving complex motion problems, including collisions between objects.
3. Describe, explain, and use Newton's laws with the concept of forces in explaining everyday phenomena, as well as solving dynamics problems, including work-related problems.
4. Describe and explain movement in a plane versus rotational motion and be able to translate linear kinematics and dynamics to angular kinematics and dynamics to solve problems in an accelerated reference frame.
5. Carry out and interpret experiments in the laboratory to answer mechanics-related questions during lab, as well as on assessments.

**Credits:** 5

**Prerequisites:**

Eligibility for ENGL& 101; MATH 098/099 or equivalent high school mathematics.

**PHYS& 115: General Physics II with Lab**

Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Heat and electromagnetism. (E)

**Course Student Learning Outcomes**

1. Describe, explain, and use concepts relating to fluids to analyze and solve problems.
2. Describe, explain, and use principles of thermodynamics to solve thermodynamics problems, including heat, entropy, and atomic models.
3. Describe, explain, and use concepts surrounding electric interactions for static charge distributions.
4. Describe, explain, and use concepts of electric potential, current, and resistance in solving electrical circuits problems.
5. Describe, explain, and use concepts magnetism for permanent magnets and electromagnets, including changing electric and magnetic fields.
6. Carry out and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well as on assessments.

**Credits:** 5

**Prerequisites:**

PHYS& 114 or 121, or instructor's permission

**PHYS& 116: General Physics III with Lab**

Basic principles of physics presented without use of calculus. Suitable for students majoring in technically oriented fields other than engineering or the physical sciences. Sound, light, and modern physics. (E)

**Course Student Learning Outcomes**

1. Describe, explain, and use concepts and formulas to analyze and solve problems relating to superposition, oscillations, traveling and standing waves, and sound waves.
2. Describe, explain, and use the concepts of the particle and wave models of light to solve problems and design and build optical instruments.
3. Describe, explain, and use Einstein's special relativity and quantum mechanics to analyze and solve problems dealing with relativistic speeds and quantized energies.
4. Describe, explain, and use the Bohr model to analyze and solve problems about atoms, molecules, and nuclear decay.
5. Carry out and interpret experiments in the laboratory to answer waves, optics, and modern physics questions during lab, as well as on assessments.

**Credits:** 5

**Prerequisites:**

PHYS& 115 or instructor permission.

**PHYS& 221: Engineering Physics I**

Basic principles of mechanics and experiments in mechanics for physical science and engineering majors. (NS)

**Course Student Learning Outcomes**

1. Describe, explain, and use concepts of one-dimensional motion to solve 1-d motion problems.
2. Describe, explain, and use concepts of momentum and energy (and their associated conservation laws), along with Galilean relativity in solving complex motion problems, including collisions between objects.
3. Describe, explain, and use the concept of forces in explaining everyday phenomena, as well as solving dynamics problems, including work-related problems.
4. Describe and explain movement in a plane versus rotational motion and be able to translate linear kinematics and dynamics to angular kinematics and dynamics to solve problems in an accelerated reference frame.
5. Design, carry out, and interpret experiments in the laboratory to answer mechanics-related questions during lab, as well on assessments.

**Credits:** 5

**Prerequisites:**

Eligibility for ENGL& 101; MATH& 151 or taken concurrently.

**PHYS& 222: Engineering Physics II**

Basic principles of electromagnetism, the mechanics of oscillatory motion, and experiments in these topics for physical science and engineering majors. (E)

**Course Student Learning Outcomes**

1. Describe, explain, and use Einstein's special theory of relativity solve relativistic motion problems, especially as relates to conservation of momentum and energy.
2. Describe, explain, and use concepts surrounding electric interactions for static charge distributions.
3. Describe, explain, and use concepts of electric fields in deriving and using Gauss's law, work, energy, and capacitance in solving electrical problems.
4. Describe, explain, and use concepts magnetism for permanent magnets and electromagnets, including changing electric and magnetic fields, and how this relates to special relativity.
5. Describe, explain, and use Maxwell's equations to understand changing electric and magnetic fields, especially in the context of AC circuits.
6. Design, carry out, and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well on assessments.

**Credits:** 5

**Prerequisites:**

MATH& 152, which may be taken concurrently; PHYS& 221.

**PHYS& 223: Engineering Physics III**

Electromagnetic waves, optics, waves in matter, and experiments in these topics for physical science and engineering majors. (E)

**Course Student Learning Outcomes**

1. Describe, explain, and use the relationship between periodic motion and waves in one, two, and three dimensions to analyze and solve problems of energy transport.
2. Describe, explain, and use concepts of geometric optics to understand principles of wave vs particle optics, and analyze and solve problems about wave-particle duality.
3. Describe, explain, and use concepts relating to fluids to analyze and solve problems.
4. Describe, explain, and use principles of thermodynamics to solve thermodynamics problems, including entropy and energy degradation.
5. Design, carry out, and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well on assessments.

**Credits:** 5

**Prerequisites:**

Concurrent enrollment or successful completion of MATH& 163; PHYS& 222, or permission of instructor.

## Political Science

**POLS& 101: Intro Political Science**

Nature and function of political institutions in major national systems.

**Course Student Learning Outcomes**

1. Identify the ideologies and political philosophies that shape political science.
2. Explain the major concepts of political science.
3. Describe the development and role of the modern nation-state.
4. Explain the role of political and economic policies in the modern state.
5. Examine the differences between democratic and non-democratic states.
6. Assess the place of political culture in shaping a nation's political institutions.
7. Describe the basic functions of a nation's political and social institutions.
8. Analyze group interactions within a state, including political parties and elections.

**Credits:** 5

**POLS& 202: American Government**

Popular government in United States; theory and practice of national institutions. (SS)

**Course Student Learning Outcomes**

1. Analyze the formation, concepts, and components of the United States Constitution.
2. Explain the idea of federalism and explain the role of states and the national government in America's political environment.
3. Demonstrate an understanding of America's political culture and examine the traits and beliefs of the American voter.
4. Identify America's major political parties, the core beliefs, and the impact special interest groups can have on their actions.
5. Explain the electoral process in the United States.
6. Analyze the organization and purpose of the Legislative, Executive, and Judicial branches of government.
7. Explain the modern media and its impact on public opinion.

**Credits:** 5

**POLS& 203: International Relations**

Introduction to the core issues and approaches used to understand the international system. The study of international relations broadly encompasses the fields of political economy and international security, both of which will be covered in this course, along with increasingly prominent cross-border issues that require global governance (countries working together to resolve problems). (SS)

**Course Student Learning Outcomes**

1. Identify and discuss the main theoretical perspectives used to analyze international relations.
2. Apply theoretical concepts and perspectives to concrete, contemporary world events and issues.
3. Analyze the roles played by state and non-state actors in the international system.
4. Understand significant events in the history of international relations (e.g., the two World Wars, colonialism, and the Cold War).
5. Recognize and evaluate the increasing importance of issues that transcend state boundaries such as the environment, terrorism, etc.
6. Analyze how globalization is making the world "shrink" by leading to an increasingly interconnected and interdependent world.
7. Identify and locate countries, continents, etc. on a map.

**Credits:** 5

**POLS& 204: Comparative Government**

This course introduces us to political systems and governments in different countries. We will learn some core approaches, concepts, themes, and theories that will help us understand, analyze, and compare domestic politics and institutions seen around the world. (SS)

**Course Student Learning Outcomes**

1. Demonstrate an understanding of various forms of political systems of countries in the world.
2. Demonstrate familiarity with, and knowledge of, basic concepts, ideas, theories, and controversies in the field of comparative politics.
3. Learn how historical and cultural differences influence the practice of politics in various countries.
4. Recognize and evaluate some qualitative differences between various types of governance systems.
5. Compare and contrast variations across countries systematically and analytically.
6. Apply reading, writing, and verbal communication skills to examine and analyze important social, economic, and political issues of various countries.
7. Apply knowledge gained in the class to think critically about current events and global affairs.
8. Identify and locate continents, countries, capitals, etc. on a map.

**Credits: 5**

**POLS 125: Political Ideas and Ideologies**

Introductory course aimed at familiarizing the student with important ideas and ideologies that have shaped the contemporary world. Ideologies to be explored include Liberalism, Conservatism, Socialism, Nationalism, Fascism, etc. We will explore the philosophical foundations that undergird different political and economic systems in the world. To promote a deeper understanding, we will also read a selection of original works of major contributors within the ideological traditions. (SS)

**Course Student Learning Outcomes**

1. Understand the importance of ideas to the study of politics.
2. Be familiar and conversant with the basic features of the political ideologies found in the international system.
3. Think critically and compare and contrast the different ideologies, both verbally and through written exercises.
4. Understand and explain the political ideologies that inform the two major political parties in the US (Democrat and Republican).
5. Recognize the shortcomings of various ideologies in theory and practice as they relate to nation-state governance.

**Credits: 5**



# Psychology

## **PSYC& 100: General Psychology**

Introduction to science of behavior. Emphasis on biological foundations of behavior, cognition, learning, intelligence, motivation, memory, personality, and psychological disorders. This class will include students from multiple sections. (SS)

### **Course Student Learning Outcomes**

1. Describe the principles of psychology's major paradigms and understand the influence of major theorists on the role psychology plays in western civilization.
2. Identify the methods of research and theory building in psychology.
3. Describe basic neuron structure and function, and the function of the brain in rudimentary form.
4. Demonstrate mastery of the learning foundation of behavior.
5. Describe the basic stages, cognitive processes, functions and limitations of human memory.
6. Demonstrate an understanding of the importance of the concept of Consciousness.
7. Understand the role cognition plays in language, decision making, and basic problem solving.
8. Demonstrate a basic understanding of social forces and their influence on behavior.
9. Identify important symptoms and features of major mental disorder categories.
10. Describe basic approaches to treatment of psychological disorders and the characteristics of treatment providers.

**Credits:** 5

### **Prerequisites:**

Completion of ENGL& 101 or concurrent enrollment.

## **PSYC& 200: Lifespan Psychology**

Scientific study of human growth, development, and change throughout life cycle. Physical, cognitive, social, personality, and other aspects of the individual examined through successive stages, from prenatal development until death. (E)

### **Course Student Learning Outcomes**

1. Identify the major theories of development used in the fields of developmental and lifespan psychology.
2. Understand the research methods used to investigate development across the lifespan.
3. Explain the influence of biology and genetics on development.
4. Describe major events during prenatal development and childbirth.
5. Identify the major physical/biological, cognitive, social, and emotional changes that take place during each of the following stages of development: Infancy, Early Childhood, Middle Childhood, Adolescence, Emerging and Early Adulthood, Middle Adulthood, Late Adulthood.
6. Understand and describe death and dying, and be able to identify major end of life issues.

**Credits:** 5

### **Prerequisites:**

PSYC& 100.

**PSYC& 220: Abnormal Psychology**

Applies principles of science to study of abnormal behavior. Develop broad understanding of origin, characteristics, and classification of mental disorders from perspectives of psychological theory and research. Introduction to applied areas of diagnosis and assessment incorporated. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Be able to define and explain the concept of abnormality.
2. Explain how disorders are caused and influenced by many different factors including biology, culture, psychology, genetics, and more.
3. Understand the nature, use, advantages, and limitations of diagnostic tools for psychological disorders, including but not limited to the DSM-5 (or any future updated edition of the DSM).
4. Recognize and explain major research methods and techniques used to investigate disorders in abnormal psychology.
5. Identify and describe the symptoms, etiologies, features, and treatments of the following disorder families:
6. a. Anxiety disorders, including phobias and generalized anxiety disorder;
7. b. Stress disorders, including post traumatic stress disorder and acute stress disorder;
8. c. Mood disorders, including the various forms of depression and bipolar disorder;
9. d. Suicide and suicidal behavior;
10. e. Psychotic disorders, with an emphasis on schizophrenia;
11. f. Neurocognitive disorders including but not limited to Alzheimer's disease, Parkinson's disease, Huntington's disease, Lewy Body Dementia, Frontotemporal dementia, and Vascular dementias;
12. g. Personality disorders;
13. h. Dissociative disorders and somatoform disorders;
14. i. Eating disorders, with an emphasis of anorexia nervosa and bulimia nervosa;
15. j. Substance abuse disorders;
16. k. Developmental disorders, with particular emphasis on ADHD and Autism;
17. l. Sexual disorders

**Credits: 5**

**Prerequisites:**

PSYC& 100

**PSYC 141: Psychosocial Issues in Healthcare I**

Psychosocial Issues in Healthcare I examines determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care.

**Course Student Learning Outcomes**

1. Identify the influences of ethnicity, culture, and spiritual/religious beliefs to health practices.
2. Identify one's own psychosocial-spiritual-cultural beliefs, values and biases.
3. Discuss evidence of health disparities among racial, ethnic, gender, and socioeconomic groups.
4. Discuss concepts of self-care.
5. Discuss principles of teaching, learning and behavioral change in the context of health and wellness.
6. Apply the nursing process to the concept of stress, grief, bereavement, and end of life care.
7. Identify ways to collaborate with other members of the healthcare team to meet a client's psychosocial needs.
8. Apply communication and teaching concepts in developing helping relationships with individuals, families, and groups.

**Credits: 3**

**Prerequisites:**

Requires admission to the nursing program.

**PSYC 205: Human Growth and Development**

Survey of human development, focusing on sequences and concepts of physiological, cognitive, social, and emotional development from conception through adolescence. (E)

**Course Student Learning Outcomes**

1. Demonstrate an increase in psychological mindedness.
2. Demonstrate an increase in the use of psychological terminology.
3. Demonstrate an increase in tolerance and understanding of the complexity of the human situation.
4. Demonstrate the ability to express in writing one's philosophy of life and explain it verbally.
5. Understand and appreciate Human Nature, including the satisfaction of needs, the role of habit, and the potential humans have for mental and emotional growth.
6. Apply a goal orientation to one's life plan.
7. Appreciate the value and skills included in communication and intimacy.
8. Apply the "creative" system to one's career development.
9. Apply principles of scientific method to the study of human experience.
10. Discuss the major theoretical schools in the field of psychology to a limited extent.
11. Apply basic psychological principles to the analysis of human experience.
12. Comprehends experimental research within the field of social psychology.
13. Identify a range of topics that can be applied to increase understanding of vital but complex social issues.
14. Grow in capacity for empathy and understanding as he/she increases their store of psychological constructs that can be applied to the human condition.
15. Develop an affirmative plan of action.

**Credits:** 5

**Prerequisites:**

PSYC& 100 or instructor permission.

**PSYC 210: Cognitive Psychology**

Cognitive Psychology explores the mind and brain as information processing systems. We will explore how the brain and mind are designed to collect and interpret data from the environment and then use that data to perceive the world, create memories, make decisions, plan actions, and act in the environment in such a way as to accomplish a required goal. This course explores the cognitive approach to psychology as it studies the topics of memory, attention, perception, problem solving, decision making, and language, among others. (E)

**Course Student Learning Outcomes**

1. Develop and apply critical thinking skills by understanding the scientific method and how it is applied to cognitive psychology.
2. Describe the advantages and disadvantages of cognitive models as they help us understand the relationship between the mind and the brain.
3. Apply the ecological perspective to the relationship between perception and action.
4. Explain the role of attention in cognitive processing.
5. Use evidence from memory research to identify the differences between short term memory, working memory, and long term memory.
6. Explore research on the reconstructive nature of memory to better understand memory errors.
7. Explain the different cognitive models used to define knowledge and learning to understand the means by which the brain organizes knowledge.
8. Investigate the way that the brain processes language, and the role language plays in shaping our cognitions.
9. Apply cognitive principles to better understand the processes of decision making and problem solving.

**Credits:** 5

**Prerequisites:**

PSYC& 100.

**PSYC 242: Psychosocial Issues in Healthcare II**

Psychosocial Issues in Healthcare II is the second in a series of two courses. Focus is on advanced determinants of mental health and illness, including social, psychological, environmental, spiritual and cultural dimensions across the lifespan and within the context of health care. Topics include violence and substance abuse.

**Course Student Learning Outcomes**

1. Analyze relevant and abnormal data in the assessment of mental health clients.
2. Apply evidence based information to make clinical judgments for the mental health patient.
3. Apply concepts of caring to clients with alterations in mental health and adapt care to in consideration of the client's values, customs, culture, and/or habits.
4. Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for clients in mental health settings.
5. Identify components of patient teaching in the context of alterations in mental health.
6. Apply the nursing process to the client with mental illness, substance abuse or to clients affected by violence.
7. Apply principles of collaborative decision making in the context of alterations in mental health.
8. Identify appropriate therapeutic communication related to mental health, mental illness, substance abuse, and violence to clients across the lifespan.
9. Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of with mental illness, substance abuse, and violence.

**Credits:** 2

**Prerequisites:**

PSYC 141, NURS103

**PSYC 250: Social Psychology**

Study of impact of social situations on individual thought processes, emotions, and behavior. Experimental investigation of interpersonal attraction, attitude formation, conformity, aggression, social perception, helping behavior, and prejudice. (E)

**Course Student Learning Outcomes**

1. Expand knowledge of major social psychological studies and theories.
2. Identify social psychological questions and hypotheses from daily life.
3. Develop basic ability to find, comprehend, and think critically about social psychological research.

**Credits:** 5

**Prerequisites:**

PSYC& 100 or SOC& 101.

**PSYC 265: Special Topics in Psychology**

This course fulfills the missing credit from transferring semester credits to quarter credits for prerequisite coursework for the Nursing DTA only.

**Course Student Learning Outcomes**

1. Learning outcomes are determined by the course outcomes for the course the student is attempting to fulfill.

**Credits:** 1-3

**PSYC 294: Research Topics in Psychology**

Students will engage in guided individual study of original, seminal psychology sources and will submit formal written summary and analysis paper (or papers) as primary assessment of learning outcome at terminus of academic quarter. They will meet weekly with course instructor to monitor progress and discuss theoretical principles being covered in their research. (E)

**Course Student Learning Outcomes**

Develop and implement a Psychology research project.

**Credits:** 1-2

# Reservation-Based Integrating Seminar

## **RBIS 100: RB-Firstyear Orientation**

Introduction to Reservation-Based Study degree, focusing on proven strategies for creating greater academic, professional, and personal success. (E)

### **Course Student Learning Outcomes**

1. TO DEVELOP CRITICAL THINKING SKILLS. You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives.
2. TO WRITE MORE EFFECTIVELY. You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.
3. TO MAXIMIZE LEARNING. You will learn a powerful process of learning that will enable you to get better grades in college and be an effective life-long learner. You will learn many effective study skills as well.
4. TO INCREASE SELF-MOTIVATION. You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
5. TO IMPROVE PERSONAL SELF-MANAGEMENT. You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
6. TO ENHANCE RELATIONSHIPS. You will learn how to develop mutually supportive relationships that will support you to achieve your goals and dreams as you assist others to achieve theirs.

**Credits: 1**

## **RBIS 101: RB-Integrating Seminar: Speech I**

Students will develop the public speaking skills central to success in academic, civic, business and professional life. Students who complete Speech 101 and 102 will have performed informative, persuasive and demonstrative speeches that demonstrate competence in academic research, technological literacy, ethical reasoning, critical thinking, organization and extemporaneous delivery. (E)

### **Course Student Learning Outcomes**

1. Communication, Critical Thinking: Deliver effective extemporaneous demonstrative, persuasive and special occasion speeches.
2. Communication: Demonstrate effective physical and vocal delivery techniques.
3. Information Literacy: Demonstrate current research methods to find information for assigned speeches.
4. Communication, Critical Thinking: Demonstrate standard patterns of speech organization in demonstrative, informative, persuasive and special occasion speeches.
5. Communication, Critical Thinking: Formulate a speech central idea and develop the idea using appropriate supporting material.
6. Communication, Technological Literacy: Develop and use visual aids effectively, including the use of multimedia presentation software (PowerPoint is recommended).
7. Communication, Critical Thinking: Demonstrate critical listening and critiquing skills.
8. Community and Workplace: Demonstrate ethical research and communication skills in a variety of public speaking assignments.

**Credits: 2**

**RBIS 102: RB-Integrating Seminar: Speech II**

Students will develop the public speaking skills central to success in academic, civic, business and professional life. Students who complete Speech 101 and 102 will have performed informative, persuasive and demonstrative speeches that demonstrate competence in academic research, technological literacy, ethical reasoning, critical thinking, organization and extemporaneous delivery. (E)

**Course Student Learning Outcomes**

1. Communication, Critical Thinking: Deliver effective extemporaneous demonstrative, persuasive and special occasion speeches.
2. Communication: Demonstrate effective physical and vocal delivery techniques.
3. Information Literacy: Demonstrate current research methods to find information for assigned speeches.
4. Communication, Critical Thinking: Demonstrate standard patterns of speech organization in demonstrative, informative, persuasive and special occasion speeches.
5. Communication, Critical Thinking: Formulate a speech central idea and develop the idea using appropriate supporting material.
6. Communication, Technological Literacy: Develop and use visual aids effectively, including the use of multimedia presentation software (PowerPoint is recommended).
7. Communication, Critical Thinking: Demonstrate critical listening and critiquing skills.
8. Community and Workplace: Demonstrate ethical research and communication skills in a variety of public speaking assignments.

**Credits: 2**

**RBIS 103: RB-Integrating Seminar: Writing**

This two-credit interdisciplinary writing course is required for second year students in the Reservation-Based AA degree program. The topical focus varies. The course maintains a consistent focus on student development around course learning objectives. (E)

**Course Student Learning Outcomes**

1. Improve analytical and evaluation writing skills.
2. Improve oral presentation skills.
3. Improve reading skills.
4. Improve research and information literacy skills.
5. Describe significant contemporary issues relevant to Indian Country.
6. Describe alternative solutions to complex issues.
7. Describe complex interdisciplinary issues and different methodological approaches.
8. Demonstrate cognitive flexibility and the ability to understand different points of view.

**Credits: 2**

**RBIS 104: RB-Integrating Seminar: Eportfolio**

This two-credit course is required for second year students in the Reservation-Based AA degree program. The topical focus varies. The course maintains a consistent focus on student development around course learning objectives. (E)

**Course Student Learning Outcomes**

1. Improve online/computer skills.
2. Improve analytical writing skills.
3. Improve research and information literacy skills.
4. Describe significant contemporary issues relevant to Indian Country.
5. Describe alternative solutions to complex issues.
6. Describe complex interdisciplinary issues and different methodological approaches.
7. Demonstrate cognitive flexibility and the ability to understand different points of view.

**Credits: 2**

**RBIS 105: RB-Integrating Seminar: Film**

This two-credit film course is required for second year students in the Reservation-Based AA degree program. The topical focus varies. The course maintains a consistent focus on student development around course learning objectives. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve analytical and evaluation writing skills.
3. Improve oral presentation skills.
4. Improve research and information literacy skills.
5. Describe significant contemporary issues relevant to Indian Country.
6. Describe alternative solutions to complex issues.
7. Describe complex interdisciplinary issues and different methodological approaches.
8. Demonstrate cognitive flexibility and the ability to understand different points of view.

**Credits: 2**

**RBIS 107: RB-Integrating Seminar: Battlegrounds**

This one-credit interdisciplinary course covers significant contemporary issues in Indian country and is based on the case-study method. Each quarter the Battlegrounds course has a theme such as "healthy communities," "Indian activism," "tribal administration," "leadership," or "ethics for tribal vitality." The cases used in the classes during that quarter correspond to that theme. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve writing skills.
3. Recognize and explain significant contemporary issues in Indian Country.
4. Describe alternative solutions to complex issues.
5. Explain complex interdisciplinary issues and different methodological approaches.
6. Demonstrate cognitive flexibility and the ability to understand different points of view in discussions and written responses.
7. Demonstrate adeptness at case-based learning and develop the skills of collaboration, problem-solving, analysis, and evaluation.

**Credits: 1**

**RBIS 108: RB-Integrating Seminar: Battlegrounds**

This one-credit interdisciplinary course covers significant contemporary issues in Indian country and is based on the case-study method. Each quarter the Battlegrounds course has a theme such as "healthy communities," "Indian activism," "tribal administration," "leadership," or "ethics for tribal vitality." The cases used in the classes during that quarter correspond to that theme. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve writing skills.
3. Recognize and explain significant contemporary issues in Indian Country.
4. Describe alternative solutions to complex issues.
5. Explain complex interdisciplinary issues and different methodological approaches.
6. Demonstrate cognitive flexibility and the ability to understand different points of view in discussions and written responses.
7. Demonstrate adeptness at case-based learning and develop the skills of collaboration, problem-solving, analysis, and evaluation.

**Credits: 1**

**RBIS 109: RB-Integrating Seminar: Battlegrounds**

This one-credit interdisciplinary course covers significant contemporary issues in Indian country and is based on the case-study method. Each quarter the Battlegrounds course has a theme such as "healthy communities," "Indian activism," "tribal administration," "leadership," or "ethics for tribal vitality." The cases used in the classes during that quarter correspond to that theme. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve writing skills.
3. Recognize and explain significant contemporary issues in Indian Country.
4. Describe alternative solutions to complex issues.
5. Explain complex interdisciplinary issues and different methodological approaches.
6. Demonstrate cognitive flexibility and the ability to understand different points of view in discussions and written responses.
7. Demonstrate adeptness at case-based learning and develop the skills of collaboration, problem-solving, analysis, and evaluation.

**Credits: 1**

**RBIS 110: RB-Integrating Seminar: Battlegrounds**

This one-credit interdisciplinary course covers significant contemporary issues in Indian country and is based on the case-study method. Each quarter the Battlegrounds course has a theme such as "healthy communities," "Indian activism," "tribal administration," "leadership," or "ethics for tribal vitality." The cases used in the classes during that quarter correspond to that theme. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve writing skills.
3. Recognize and explain significant contemporary issues in Indian Country.
4. Describe alternative solutions to complex issues.
5. Explain complex interdisciplinary issues and different methodological approaches.
6. Demonstrate cognitive flexibility and the ability to understand different points of view in discussions and written responses.
7. Demonstrate adeptness at case-based learning and develop the skills of collaboration, problem-solving, analysis, and evaluation.

**Credits: 1**

**RBIS 111: RB-Integrating Seminar: Battlegrounds**

This one-credit interdisciplinary course covers significant contemporary issues in Indian country and is based on the case-study method. Each quarter the Battlegrounds course has a theme such as "healthy communities," "Indian activism," "tribal administration," "leadership," or "ethics for tribal vitality." The cases used in the classes during that quarter correspond to that theme. (E)

**Course Student Learning Outcomes**

1. Improve critical thinking skills.
2. Improve writing skills.
3. Recognize and explain significant contemporary issues in Indian Country.
4. Describe alternative solutions to complex issues.
5. Explain complex interdisciplinary issues and different methodological approaches.
6. Demonstrate cognitive flexibility and the ability to understand different points of view in discussions and written responses.
7. Demonstrate adeptness at case-based learning and develop the skills of collaboration, problem-solving, analysis, and evaluation.

**Credits:** 1

## Social Sciences

**SOCSI 101: Contemporary Global Issues**

Introductory course to develop the analytical skills necessary to understand major developments in the contemporary world and to provide the basis for more advanced study in the field of world politics. The course deepens students' understanding of globalization and the need for common solutions to global problems that transcend borders. This class will include students from multiple sections. (SS)

**Course Student Learning Outcomes**

1. Understand and discuss—both verbally and in written form—major issues and problems confronting the world today.
2. Understand and be able to communicate how these issues affect the global commons, i.e., all societies and peoples everywhere, and the common future faced by humankind.
3. Develop a clear understanding of what globalization is and how it links the fates of nations and individuals in the world.
4. Apply basic concepts and theories to real-life events and problems.
5. Think critically and analytically about these issues and be able to form your own judgment regarding them.

**Credits:** 5

## Sociology

**SOC& 101: Introduction to Sociology**

Human social behavior, social institutions, and society from sociological perspective. Includes introduction to sociological theory and research and application to topics such as social structure, socialization, deviance, inequality, and stratification. (SS)

**Course Student Learning Outcomes**

1. Demonstrate an understanding of the sociological perspective, the theoretical foundations (Functionalism, Conflict, and Symbolic Interactionism), and the contributions of major theorists to the development of these perspectives.
2. Identify the ways in which sociologists gather, interpret, and evaluate data, including both quantitative and qualitative methodologies.
3. Analyze and explain the components of culture and their impact on shaping human behavior and one's own world view.
4. Describe systems of stratification, including global inequality, racial stratification, social class, and gender stratification.
5. Understand the major theories of crime, deviance, and social control.
6. Compare/Contrast street crime and white collar crime.
7. Review additional topics such as social movements, population, urbanization, the environment, and, war/terrorism, and major theories of social change.

**Credits:** 5



**SOC 115: Understanding Diversity**

Examines elements that create differences within society and exposes learners to a variety of cultural ideas that will lead to a better understanding of people who are different. Culture, ethnicity, lifestyle, religion, disabilities, age, and gender issues will be examined. (SS)

**Course Student Learning Outcomes**

1. Distinguish between difference and inequality.
2. Evaluate the sociological perspectives on racial, ethnic, and religious groups in the United States.
3. Explain the social construction of inequality by race, ethnicity and religious groups.
4. Analyze the stereotypes, images, prejudices, and behaviors regarding racial, ethnic and religious groups.
5. Compare and contrast the similarities and differences in the experience of selected racial, ethnic and religious groups in the United States.
6. Analyze the important issues related to diverse population groups in the United States.
7. Evaluate the current indicators of discriminatory practices against diverse populations in the United States.

**Credits:** 5

**SOC 120: Sociology of Deviance**

Study of social deviance, including sociological perspectives on the definition, nature, and control of deviance in society, with a focus on selected problems associated with social deviance. (E)

**Course Student Learning Outcomes**

1. Define societal deviance and interpret its relation to social norms and values
2. Identify historical ideas and trends regarding the nature, causes, and treatment of deviance
3. Apply basic sociological perspectives to the causes and occurrence of societal deviance
4. Identify and interpret the relationship between deviance, power and social control in contemporary society
5. Critically analyze contemporary issues associated with deviance and social control
6. Identify and interpret social controls on deviance, including their history and application

**Credits:** 5

**Prerequisites:**

SOC& 101 or permission of instructor.

**SOC 205: The Contemporary Family**

Exploration of social and historical development of American family. Includes cross-cultural perspectives on family structures, sex and marriage, changing gender roles, impact of changing work-place on families at risk for violence, and substance abuse. Co-listed with ECE 205. (E)

**Course Student Learning Outcomes**

1. Exhibit an understanding of professional ethics and behaviors.
2. Assess individual strengths and limitations as a "Helping Professional."
3. Develop basic diagnostic and data gathering skills.
4. Identify various types of counseling techniques.
5. Develop an understanding of the various community resources
6. Identify, understand, and apply general principles of Sociological theory.
7. Have some acquaintance with Sociological method, theory, and terminology
8. Have a deeper understanding of how (and why) humans behave in groups.

**Credits:** 3

**Prerequisites:**

SOC& 101, or 10 credits of ECE, or permission of instructor.

**SOC 215: Human Sexuality**

An introduction to contemporary aspects of human sexuality, including development of sexuality over the lifespan, beginning with prenatal gender differentiation and proceeding through adulthood and aging. We will also cover related topics, such as interpersonal aspects of sexual relationships, sexual orientation, pregnancy, parenting choices, and STDs, including HIV/AIDS. This class may include students from multiple sections. (E) Colisted with H ED 215

**Course Student Learning Outcomes**

1. Discuss sexuality research and education.
2. Explain how sexuality influences history, culture, art, media, and the law.
3. Define and label female and male reproductive anatomy.
4. Explain human sexual response.
5. Discuss gender and gender roles in society.
6. Explain how sexuality encompasses an individual's life.
7. Describe the process of how an individual develops their sexual individuality, attitudes, and values.
8. Effectively communicate about sexuality and relationships.
9. Discuss reproduction, pregnancy, and the birth process.
10. Discuss the impact of parenthood.
11. List various birth control methods.
12. Discuss the impact of unintended pregnancy.
13. Discuss the diversity of human sexual behavior.
14. Discuss sexual coercion, rape, and abuse.
15. Describe how to prevent sexually transmitted diseases.
16. List sexually transmitted diseases and describe their symptoms.
17. Discuss sexual dysfunctions and their treatments.

**Credits:** 5

**SOC 230: Sociology of Gender and Sexuality**

This class is an exploration of the role gender and sexuality play in major institutions such as the media, economy, family, education, and politics in American society today. The class will lay particular emphasis on the intersection of gender, sexuality, race, class, and age in shaping contemporary inequalities. Major theoretical approaches to gender and sexuality will also be introduced. (SS)

**Course Student Learning Outcomes**

1. Understand gender as a social construction and its intersectional relationship with sexuality, race, class, and age in shaping contemporary inequalities.
2. Analyze the role gender and sexuality play in key social institutions in American society such as the economy, politics, health care, and media.
3. Compare liberal, socialist, radical, multiracial, and postmodernist frameworks of feminist theory.

**Credits:** 5

**Prerequisites:**

SOC& 101 or instructor permission.

## Spanish

**SPAN& 121: Spanish I**

Begins the four skills of mastering a second language—listening, reading, writing, speaking. Introduction to culture of the Spanish-speaking countries. Learner-centered instruction. (E)

**Course Student Learning Outcomes**

1. Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
2. Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
3. Demonstrate novice level proficiency in listening, reading, speaking and writing in Spanish and the ability to function effectively in Spanish in a variety of real-life situations.
4. Apply appropriate grammatical structures.
5. Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

**Credits:** 5

**SPAN& 122: Spanish II**

Continues from SPANISH I the four skills of mastering a second language—listening, reading, writing, speaking. Introduction to culture of the Spanish-speaking countries. Learner-centered instruction. This class will include students from multiple sections. (E)

**Course Student Learning Outcomes**

1. Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
2. Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
3. Demonstrate novice level proficiency in listening, reading, speaking and writing in Spanish and the ability to function effectively in Spanish in a variety of real-life situations.
4. Apply appropriate grammatical structures.
5. Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

**Credits:** 5

**Prerequisites:**

SPAN& 121, one year of high school Spanish, the equivalent, or permission of instructor.

**SPAN& 123: Spanish III**

Continues SPANISH I and II emphasis on the four skills of mastering a second language, listening, reading, writing, speaking. Introduction to culture of the Spanish-speaking countries. Learner-centered instruction. This class will include students from multiple sections. (H)

**Course Student Learning Outcomes**

1. Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
2. Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
3. Demonstrate novice level proficiency in listening, reading, speaking and writing in Spanish and the ability to function effectively in Spanish in a variety of real-life situations.
4. Awareness of the importance of foreign languages to professions and careers.
5. Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

**Credits:** 5

**Prerequisites:**

SPAN& 122, two years high school Spanish, the equivalent, or permission of instructor.

**SPAN& 221: Spanish IV**

Continuation of SPANISH III. Mastery of listening, reading, writing, and speaking; review of previous material; introduction to Spanish literature and history; continued study of culture. Learner-centered instruction. (E)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Spanish.
2. Apply new Spanish vocabulary through a variety of written and oral assignments.
3. Apply appropriate grammatical structures.
4. Describe and discuss the richness and diversity of Hispanic cultures.
5. Identify and discuss a broadened knowledge of the people, places, art, literature, current issues, and daily life of Spanish-speaking countries through interaction with culturally rich readings, video and audio segments, and web-based activities.

**Credits:** 5

**Prerequisites:**

SPAN& 123, two years of high school Spanish, the equivalent, or permission of instructor.

**SPAN& 222: Spanish V**

Continuation of SPANISH IV. Mastery of listening, reading, writing, and speaking; review of previous material; introduction to Spanish literature and history; continued study of culture. Learner-centered instruction. (E)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Spanish.
2. Recall and apply new Spanish vocabulary through a variety of written and oral assignments.
3. Recall and apply appropriate grammatical structures.
4. Describe and discuss the richness and diversity of Hispanic cultures.
5. Identify and discuss a broadened knowledge of the people, places, art, literature, current issues, and daily life of Spanish-speaking countries through interaction with culturally rich readings, video and audio segments, films, and web-based activities.

**Credits:** 5

**Prerequisites:**

SPAN& 221, or permission of instructor.

**SPAN& 223: Spanish VI**

Continuation of SPANISH V. Mastery of listening, reading, writing, and speaking; review of previous material; introduction to Spanish literature and history; continued study of culture. Learner-centered instruction. (H)

**Course Student Learning Outcomes**

1. Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Spanish.
2. Apply new Spanish vocabulary through a variety of written and oral assignments.
3. Apply appropriate grammatical structures.
4. Describe and discuss the richness and diversity of Hispanic cultures.
5. Identify and discuss a broadened knowledge of the people, places, art, literature, current issues, and daily life of Spanish-speaking countries through interaction with culturally rich readings, video and audio segments, and web-based activities.

**Credits:** 5

**Prerequisites:**

SPAN& 222, or permission of instructor.

**SPAN 104: Beginning Spanish Conversation I**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. (E)

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in Spanish at a beginner level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 105: Beginning Spanish Conversation II**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. A continuation from Spanish 104.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in Spanish at a beginner level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 106: Beginning Spanish Conversation III**

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. A continuation from Spanish 105.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
2. Listen actively and respond in Spanish at a beginner level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 107: Intermediate Spanish Conversation I**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. A continuation from Spanish 106.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in Spanish at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 108: Intermediate Spanish Conversation II**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. A continuation from Spanish 107.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in Spanish at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 109: Intermediate Spanish Conversation III**

A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. A continuation from Spanish 108.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
2. Listen actively and respond in Spanish at an intermediate level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 110: Advanced Spanish Conversation I**

Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. A continuation from Spanish 109.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
2. Listen actively in Spanish and respond at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 111: Advanced Spanish Conversation II**

Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. A continuation from Spanish 110.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
2. Listen actively in Spanish and respond at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 112: Advanced Spanish Conversation III**

Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. A continuation from Spanish 111.

**Course Student Learning Outcomes**

1. Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
2. Listen actively in Spanish and respond at an advanced level.
3. Discuss diverse societies and cultures.

**Credits:** 1

**SPAN 240: Introduction to Latin American Literature**

SPAN 240 introduces students to a variety of short stories and songs from Latin America. The course emphasizes the four communicative skills of listening, reading, speaking, and writing. Basic grammar skills are reviewed. This course is entirely in Spanish. (H)

**Course Student Learning Outcomes**

1. Students will be able to demonstrate an understanding of the complexity of knowledge by discussing current issues, identifying patterns and points of view, sharing opinions, making predictions, and analyzing similarities and differences between the cultures of Latin American and their own.
2. Students will gain cultural knowledge by researching the life and work of various Latin American writers and musicians, reading linguistically authentic and culturally rich texts, and studying the geographical, historical and cultural contexts of Latin American short stories and songs. Students will develop language proficiency by completing a variety of written and oral assignments, studying new vocabulary, and reviewing grammatical structures.
3. Students will develop insights into their own self-identity by selecting an author and asong to present to the class, writing an original short story, and using analytical skills and creative expression to interpret the meaning of a story.
4. Students will develop respect and acceptance of cultural perspectives different from their own and increase their level of confidence in processing encounters with other cultures through course content and discussions involving themes of diversity and cultural identity.
5. Students will engage in social interactions and increase their level of cultural sensitivity towards others who are different from themselves by participating in pair and group activities, games, debates, role-plays, and a final group project, and by interacting with guest speakers from Spanish-speaking countries.
6. Students will show evidence of social responsibility by conducting peer reviews of the assigned composition, selecting and voting on the final two stories to be read by the class, and attending a cultural event related to Spanish outside of class.

**Credits:** 5

**Prerequisites:**

SPAN& 123, two years of high school Spanish, or instructor permission.

# Sustainable Agriculture

## **SAGE 150: Sustainable Agriculture**

(Formerly GRBD 150) Course focuses on the principles of sustainable agriculture for animal, crop, and garden production. Students will learn to make a farm, homestead, or garden a reality or to make current agricultural endeavors more sustainable, efficient, and profitable. Students will learn sustainable theory and be able to apply this to the nuts and bolts of market gardens, food forests, livestock management, and small farm operations.

### **Course Student Learning Outcomes**

1. Define terminology and concepts related to sustainable farming practices.
2. Describe the ecological, economical, and social implications of agricultural practices.
3. Identify theories and forms of sustainable agriculture.
4. Articulate principles and strategies of sustainable agriculture.
5. Utilize a systems approach to analyze agriculture in your own backyard and/or community.
6. Apply best practices for basic soil, crop, watershed, & livestock management.
7. Identify resources for solving problems facing farmers, ranchers, gardeners, and consumers in order to reduce waste and energy consumption in agriculture.
8. Describe strategies to increase profit and efficiency for sustainable producers.
9. Design productive and ecologically sound land use plans.
10. Expand consumer awareness and support of ethical alternatives.

**Credits: 5**

## **SAGE 151: Food, Culture and Society**

(Formerly GRBD 151) This course examines food production and consumption by analyzing the resource cycles and movement of food from seed to table. Students will discuss the economic and political decisions that frame our food sheds such as industrial agriculture, food justice, policy, health, school food systems, Community Supported Agriculture, and small scale farming. Students will also explore the opportunities and challenges in building community food projects that create lasting systems change.

### **Course Student Learning Outcomes**

1. Define local and regional food sheds.
2. Summarize the historical development of conventional industrial agriculture and its impacts on human society, land-use practices and resource management.
3. Analyze differing viewpoints in the public discourse on US food politics.
4. Identify basic principles of local and community-based alternatives to industrial food systems.
5. Examine one's own food attitudes and choices, and articulate a value-based personal vision for food consumption and/or production.
6. Realize potential to positively impact community by engaging in local food programs such as food policy councils, urban farming legislation, and community food systems.

**Credits: 5**

### **SAGE 152: Permaculture Design**

(Formerly GRBD 152) This course investigates community and home- scale food production with a focus on farm design, intensive minifarming, permaculture, and urban homesteading. Through research and practical applications, students will learn how to create small-scale food systems that mimic natural ecosystems. Students will explore the resiliency and diversity of garden farming via edible forests, ecosystem design, animal husbandry, mini orchards, season extensions, food self-reliance, and intensive planting strategies.

#### **Course Student Learning Outcomes**

1. Define intensive farming and permaculture techniques suitable to home scale food production systems.
2. Set measurable goals for your own home food production systems, including an assessment of caloric needs, potential crop yields and budget considerations and designing a garden system that closely meets these needs.
3. Describe season extension and food preservation techniques for optimal food production and storage.
4. Expand upon the notion of self-reliance by assessing regenerative environmental, economic and social systems.

**Credits:** 5

## **Washington Association for Community Health Apprenticeship Program**

### **CMAA 101: Basic Medical Assisting Skills**

This course is part of the registered Medical Assistant Apprenticeship program offered through the Washington Association for Community Health. Students learn entry-level medical assisting skills such as patient engagement, working with electronic health records, medical sepsis and OSHA standards, taking vital signs, collecting lab specimens, assisting with patient exams, preparing immunizations and giving injections and urinalysis. Each module also contains an introduction to the anatomy and physiology of a related body system. This class may include students from multiple sections. Prerequisite: Acceptance into WACH Apprenticeship Program.

### **CMAA 102: Advanced Medical Assisting Skills**

This course is part of the registered Medical Assistant Apprenticeship program offered through the Washington Association for Community Health. Students learn advanced medical assisting skills such as phlebotomy, advanced lab skills, administration of medications, cardiopulmonary procedures, and assisting with specialty exams. Each module also contains an introduction to the anatomy and physiology of a related body system. This class may include students from multiple sections. Prerequisite: Acceptance into WACH Apprenticeship Program.

### **CMAA 103: Acute Care and Intro to Chronic Diseases**

This course is part of the registered Medical Assistant Apprenticeship program offered through the Washington Association for Community Health. Students learn advanced medical assisting skills to address acute conditions, such as setting up a sterile field, assisting with minor office surgery and wound care, identifying and sterilizing instruments, and applying physical healing agents such as bandages and splints. Students learn to assist in medical emergencies and disasters, and to provide effective patient education. Students learn about common chronic diseases and their management. Some modules also contain an introduction to anatomy and physiology of a related body system. This class may include students from multiple sections. Prerequisite: Acceptance into WACH Apprenticeship Program.

### **CMAA 104: Principles of Patient-Centered Care**

This course is part of the registered Medical Assistant Apprenticeship program offered through the Washington Association for Community Health. Students learn the principles of patient-centered care and how to operate as a key member of an integrated care team. Students are introduced to basic administrative skills such as scheduling, billing and coding. Finally, students will participate in a self-paced targeted review for the Certified Clinical Medical Assistant (CCMA) exam. This class may include students from multiple sections. Prerequisite: Acceptance into the WACH Apprenticeship Program.

### **CMAA 105: MA Apprenticeship Clinicals**

The WACH apprenticeship program requires the apprentices to complete a minimum of 2,000 clock hours of paid on-the-job training with a 1:1 apprentice coach. These hours are completed at the place of employment and the hours are tracked via time sheets by the employers and the WACH. This class may include students from multiple sections. Prerequisite: Acceptance into the WACH Apprenticeship Program. Hours are to be completed concurrently with the online didactic material offered by the WACH and the in-person skills days are scheduled and conducted by the employers and the WACH.

# Welding

## **WELD 110: Beginning Welding and Metal Fabrication I**

First quarter of three-quarter series to produce trade welders qualified to enter the job market. Introduction to American Welding Standards (AWS) in shielded metal arc welding (SMAW), oxy-acetylene flame cutting, welding symbols, joint design, and welding terminology. Learn to lay out, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects using SMAW.

### **Course Student Learning Outcomes**

1. Identify some common hazards in welding.
2. Explain and identify proper person protection used in welding.
3. Describe how to avoid welding fumes.
4. Explain how to avoid electrical shock.
5. Identify and explain the use of oxyfuel cutting equipment.
6. Operate oxyfuel station safely.
7. Explain the plasma arc cutting processes.
8. Prepare and set up plasma arc cutting equipment.
9. Identify and explain the carbon arc cutting process.
10. Prepare the work area and CAC equipment for safe operation.
11. Clean base metal for welding or cutting.
12. Identify and explain joint design.
13. Mechanically bevel the edge of a mild steel plate.
14. Identify and explain codes governing welding.
15. Identify and explain weld imperfections and their causes.
16. Perform a visual inspection of fillet welds.
17. Identify electrodes and their design purpose.
18. Set up shielded metal arc equipment.
19. Describe methods of striking an arc.
20. Make stringer welds in the flat and horizontal position.
21. Identify and explain groove welds.
22. Set up and weld a groove weld in the flat and horizontal position.

**Credits: 15**

## **WELD 120: Beginning Welding and Metal Fabrication II**

Continuation of WELD 110. Includes the shielded metal arc welding (SMAW) process, electrodes, oxy-acetylene flame cutting, introduction to plasma and carbon arc cutting, gouging, and the fundamentals of metallurgy. Learn to layout, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects using SMAW.

### **Course Student Learning Outcomes**

1. Upon completion of studying Metallurgy, the student will fully understand how Metals and Alloys are used in the greatest variety of applications of all engineering materials.
2. It is important to understand how metals (ferrous and non-ferrous) can be made stronger, how they can be shaped by casting, forging, forming, machining processes, and how also welding can alter properties of metals and alloys.
3. Details:
4. History in development of Metals both ferrous and nonferrous
5. Solidification of metals, alloys and phases
6. Production and forming of metals
7. Mechanical properties and their measurement
8. Strengthening mechanisms
9. Heat Treatment of Steel
10. Materials characterization and selection
11. Failure Analysis

**Credits: 15**

### **Prerequisites:**

WELD 110 or permission of instructor.



**WELD 130: Beginning Welding and Metal Fabrication III**

Continuation of WELD 110/120. Includes preparation for American Welding Society (AWS SMAW) certification. Learn metallurgy and how to layout, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. Upon completion of studying Metallurgy, the student will fully understand how Metals and Alloys are used in the greatest variety of applications of all engineering materials.
2. It is important to understand how metals (ferrous and non-ferrous) can be made stronger, how they can be shaped by casting, forging, forming, machining processes, and how also welding can alter properties of metals and alloys.
3. Details:
4. History in development of Metals both ferrous and nonferrous
5. Solidification of metals, alloys and phases
6. Production and forming of metals
7. Mechanical properties and their measurement
8. Strengthening mechanisms
9. Heat Treatment of Steel
10. Materials characterization and selection
11. Failure Analysis

**Credits:** 15

**Prerequisites:**

WELD 110 and 120.

**WELD 145: Aluminum Welding**

Learn gas metal arch welding (GMAW) and gas tungsten arch welding (GTAW) in aluminum welding design, safety, metal preparation, welding codes and standards for aluminum welding and control of aluminum weld quality. Class emphasizes marine welding and prepares students for the American Welding Society (AWS D1.2) aluminum welding certification exam.

**Course Student Learning Outcomes**

1. Use of safety equipment and demonstrate lab safety practices.
2. Assemble and skip weld plates, stiffeners, girders, and prefabricated parts into panels.
3. Use hand tools, power tools, and various welding equipment for assembly, handling, welding and fabricating parts, and subassemblies.
4. Grind, air arc, bevel, or otherwise prepare joints for welding.
5. Grind seams and edges to a specified standard.
6. Test and repair of bulkheads, tanks, and pipes.
7. Describe American Bureau of Shipping/Non-Destructive Testing (ABS/NDT) standards.
8. Weld aluminum fillets in multiple positions with wire feeder.
9. Weld aluminum butt joints in multiple positions with stick or wire feeder using weld symbols and in accordance with specified Welding Standards.
10. Use TIG and MIG weld for general pipe applications.
11. Apply certification standards for the aluminum processes.

**Credits:** 8

**Prerequisites:**

Completion of WELD 110 or above or instructor permission.

**WELD 210: Advanced Welding and Metal Fabrication I**

Class includes preparation for American Welding Society (AWS) certification and introduction to flux cored arc and gas metal arc welding process. Learn to layout, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects using the flux cored arc welding (FCAW) and gas metal arc welding (GMAW).

**Course Student Learning Outcomes**

1. Define Flux Cored Arc Welding and Gas Metal Arc Welding.
2. List the advantages and disadvantages of Flux Cored Arc Welding and Gas Metal Arc Welding.
3. Explain the difference between fully and semi-automatic welding.
4. Name the industries where Flux Cored Arc Welding and Gas Metal Arc Welding are used the most.
5. Learn the set up and operation of each component of both wire feed processes.
6. Safety practices specific to working with electricity, shielding gases, and other welding hazards.
7. Perform various types of welds and weld joints.
8. Describe techniques and procedures for all positions.

**Credits:** 15

**Prerequisites:**

WELD 130. Enrollment on space-available basis.

**WELD 220: Advanced Welding and Metal Fabrication II**

Continuation of welding program designed to increase skills in the gas tungsten arc welding (GTAW) process and provide preparation for the American Welding Society (AWS) certification. Learn to layout, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects in the GTAW process.

**Course Student Learning Outcomes**

1. Define Gas Tungsten Arc Welding.
2. Distinguish among manual, semiautomatic, and automatic modes of operation.
3. Identify where GTAW is used in industry.
4. Describe advantages and disadvantages.
5. Explain the different types of current needed to weld different types of metal.
6. Recall safety precautions regarding GTAW.
7. Discuss the correct procedures for the care and maintenance of welding machines.
8. Identify and explain functions of shielding gases in a GTAW system.
9. Follow precautions for gas regulation procedures.
10. List characteristics of aluminum.
11. Explain aluminum welding procedures and techniques with DCEP, DCEN and ACHF.
12. Explain welding procedures for welding steel using DCEN.
13. Explain welding procedures for GTAW of nickel products. (Stainless Steel).
14. Explain Torch Manipulation and a variety of welding techniques for pipe.

**Credits:** 15

**Prerequisites:**

WELD 210. Enrollment on space-available basis.

**WELD 230: Advanced Welding and Metal Fabrication III**

Continuation of welding program designed to increase skills and provide preparation for several welding processes including AWS Pipe Welding certification. Learn to layout, cut, prepare, fit-up, and weld together metal to repair parts and fabricate projects. This class will include students from multiple sections.

**Course Student Learning Outcomes**

1. List characteristics of aluminum.
2. Prepare an aluminum joint for welding with the GMAW and GTAW process.
3. Demonstrate proper techniques of welding aluminum with the GMAW and GTAW process.
4. Explain power supplies, gases, electrodes, and techniques for ACHF welding on aluminum.
5. Identify procedures for GTAW practice and production.
6. Prepare and weld a 6" pipe according to ASME sect 9 with TIG or SMAW root.
7. Prepare and weld a 8" pipe according to ASME sect 9 with TIG or SMAW root.
8. Prepare and weld an aluminum pipe to ASME sect 9.
9. Prepare and weld a stainless pipe to ASME sect 9.

**Credits:** 15

**Prerequisites:**

WELD 220. Enrollment on space-available basis.

**WELD 290: Welding Certification Prep**

One credit provides 22 hours of practice time for experienced welders to prepare for American Welding Society (AWS) Certification. Instructor will target skills needed to pass certification.

**Course Student Learning Outcomes**

1. Practice welding techniques in a lab setting.
2. Apply welding skills to certification standards.

**Credits:** 1-6

**Prerequisites:**

Instructor permission required. Entry is on a space-available basis.

## Zoology

**ZOOL 101: Introduction to Zoology**

Introduction to the animal phyla. Studies of animal anatomy, physiology, behavior, ecology, and evolution illustrate the diversity and unity of animal life. Emphasis on animals of the Pacific Northwest. (NS)

**Course Student Learning Outcomes****Communication**

1. Present the results of student-generated experiment in written and oral form.
2. Conduct literature research on current topics in zoology and the impact humans are having on the biosphere.

**Quantitative Reasoning**

1. Interpret graphs and generate simple graphs that summarize their data.
2. Summarize data collected in a synthesis within a research project.

**Information**

1. Describe some of the central organizing concepts of biology, with an emphasis on the Animal Kingdom.
2. Classify novel organisms to their current classification by using the basic concepts of comparative animal anatomy and physiology, and evolution.
3. Identify the major animal phyla along with certain important subphyla or classes.

**Critical Thinking**

1. Design a non-lethal experiment involving invertebrate behavior.
2. Practice and apply observation skills to a novel question in zoology and critically evaluate and summarize observations.

**Personal/Interpersonal**

1. Connect concepts in ecology and animal biology to locate animals in local environments (with an emphasis in biodiversity).

**Credits:** 5

**Prerequisites:**

Eligibility for both ENGL& 101 and MATH 90/91.

## Degrees & Certificates

### Distribution List of Approved Courses (AA & AA-Honors):

Submitted by [RoryD](#) on Sat, 07/22/2017 - 22:36

#### Communication Skills

Item #	Title	Credits
ENGL& 101	English Composition I	5
ENGL& 102	Composition II	5

#### Quantitative Skills

Does not also count in Natural Sciences below. Higher-numbered math may replace MATH& 107.

Item #	Title	Credits
	MATH& 107 or above	5
PHIL& 120	Symbolic Logic	5

Humanities: 15 credits from at least three areas

#### ART& and ART

Item #	Title	Credits
ART& 100	Art Appreciation	5
ART 101	Two Dimensional Design Concepts	5
ART 102	Interaction of Color in Design	5
ART 103	Three Dimensional Form in Design	5
ART 104	Drawing: Methods/Material	5
ART 105	Color & Form in Drawing	5
ART 106	Exploration in Drawing	5
ART 110	Introduction to Painting	5
ART 112	Life Drawing	5
ART 126	History of Art I	5
ART 127	History of Art II	5
ART 128	History of Art III	5
ART 224	Introduction to Ceramics: Hand Building	5
ART 225	Introduction to Ceramics: Wheel Throwing	5

#### ASL&

Item #	Title	Credits
ASL& 123	American Sign Language III	5

#### CMST& and CMST

Item #	Title	Credits
CMST& 102	Intro to Mass Media	5
CMST 201	Social Media & Society	5
CMST 207	Newsriting in the Information Age	5
CMST 208	Reporting in the Digital Revolution	5
CMST 209	Editing Stories & Images	5

#### CMST& II

Item #	Title	Credits
CMST& 210	Interpersonal Communication	5
CMST& 220	Public Speaking	5

#### DRMA& and DRMA

Item #	Title	Credits
DRMA& 101	Intro to Theatre	5
DRMA 124	Acting I	5

## ENGL& and ENGL

Item #	Title	Credits
ENGL& 111	Introduction to Literature	5
ENGL& 112	Introduction to Fiction	5
ENGL& 113	Introduction to Poetry	5
ENGL& 114	Introduction to Drama	5
ENGL& 220	Introduction to Shakespeare	5
ENGL& 226	British Literature I	5
ENGL& 227	British Literature II	5
ENGL& 236	Creative Writing I	5
ENGL& 244	American Literature I	5
ENGL& 245	American Literature II	5
ENGL& 254	World Literature I	5
ENGL& 255	World Literature II	5
ENGL 240	Children's Literature	5
ENGL 250	Intercultural Literature	5
ENGL 180	Tidepools: Exploring Literature and the Arts I	5
ENGL 181	Tidepools: Exploring Literature and the Arts II	5
ENGL 182	Tidepools: Exploring Literature and the Arts III	5

## FILM

Item #	Title	Credits
FILM 100	Art of Film	5
FILM 101	Great Directors in Film	5
FILM 102	Film Genre	5
FILM 110	Literature and Film	5
FILM 120	Introduction to Screenwriting	5

## FRCH&

Item #	Title	Credits
FRCH& 123	French III	5

## IS

Item #	Title	Credits
IS 101	Understanding the Humanities	5
IS 102	Comparative Arts	5
IS 103	Women's Voices Arts and Humanities	5
IS 104	Creative Writing and the Arts	5
IS 105	Popular Culture	5
IS 107	History of Reason	5
IS 109	Introduction to Indigenous Humanities	5
IS 150	Foundations of Knowledge	5

## KLA

Item #	Title	Credits
KLA 123	Klallam Language III	5

## MUSC& and MUSC

Item #	Title	Credits
MUSC& 105	Music Appreciation	5
MUSC& 141	Music Theory I	5
MUSC 110	History of Rock N Roll	5

## PHIL& and PHIL

Item #	Title	Credits
PHIL& 101	Introduction to Philosophy	5
PHIL& 115	Critical Thinking	5
PHIL 130	Ethics	5

## SPAN& and SPAN

Item #	Title	Credits
SPAN& 123	Spanish III	5
SPAN& 223	Spanish VI	5
SPAN 240	Introduction to Latin American Literature	5

Social Sciences: 15 credits from at least three areas

### ANTH&

Item #	Title	Credits
ANTH& 100	Survey of Anthropology	5
ANTH& 206	Cultural Anthropology	5

### ECON& and ECON

Item #	Title	Credits
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
ECON 101	Introduction to Economics	5

### GEOG

Item #	Title	Credits
GEOG 280	Medical and Health Geography	5

### HIST& and HIST

Item #	Title	Credits
HIST& 126	World Civilizations I	5
HIST& 127	World Civilizations II	5
HIST& 128	World Civilizations III	5
HIST& 146	U.S. History I	5
HIST& 147	U.S. History II	5
HIST& 148	U.S. History III	5
HIST 220	History of Modern Latin America	5

### POLS& and POLS

Item #	Title	Credits
POLS& 101	Intro Political Science	5
POLS& 202	American Government	5
POLS& 203	International Relations	5
POLS& 204	Comparative Government	5
POLS 125	Political Ideas and Ideologies	5

### PSYC&

Item #	Title	Credits
PSYC& 100	General Psychology	5

### SOCSI

Item #	Title	Credits
SOCSI 101	Contemporary Global Issues	5

### SOC& and SOC

Item #	Title	Credits
SOC& 101	Introduction to Sociology	5
SOC 115	Understanding Diversity	5
SOC 230	Sociology of Gender and Sexuality	5

Natural Sciences (15 credits from at least three areas)

15 credits from at least three areas including one laboratory science course ("L"=Lab course)

### ANTH&

Item #	Title	Credits
ANTH& 205	Biological Anthropology	5

### BIOL&

Item #	Title	Credits
BIOL& 100	Survey of Biology	5
BIOL& 221	Ecology and Evolution	5
BIOL& 222	Molecular & Cellular Biology	5
BIOL& 223	Organismal Biology	5
BIOL& 241	Human Anatomy & Physiology I	5
BIOL& 260	Microbiology	5

### BIOL& and BIOL

Item #	Title	Credits
BIOL 150	Introduction to Marine Biology	5
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
BIOL 161	General Biology I	5
BIOL 162	General Biology II	5

### BOT

Item #	Title	Credits
BOT 101	Introduction to Botany	5

### CHEM&

Item #	Title	Credits
CHEM& 110	Chemical Concepts with Lab	5
CHEM& 121	Introduction to Chemistry	5
CHEM& 131	Intro to Organic/Biochemistry	6
CHEM& 161	General Chemistry with Lab I	5

### CSC and PHIL&

Item #	Title	Credits
CSC 100	Introduction to Computer Science	5
PHIL& 120	Symbolic Logic	5

## ENVS& and ENVS

Item #	Title	Credits
ENVS& 100	Survey of Environmental Science	5
ENVS& 101	Introduction to Environmental Science	5
ENVS 160	Principles of Environmental Sustainability	5

## GEOG

Item #	Title	Credits
GEOG 120	Introduction to Physical Geography	5
GEOG 200L	Introduction to Geographic Information Systems	5

## GEOL& and GEOL

Item #	Title	Credits
GEOL& 100	Survey of Earth Science	5
GEOL& 101	Introduction to Physical Geology	5
GEOL& 103	Historical Geology and the History of Life on Earth	5
GEOL 124	Earth Systems Science	5

## MATH& and MATH

Item #	Title	Credits
MATH& 107	Math in Society	5
MATH& 141	Precalculus I	5
MATH& 142	Precalculus II	5
MATH& 146	Introduction to Stats	5
MATH& 148	Business Calculus	5
MATH& 151	Calculus I: Analytic Geometry	5
MATH& 152	Calculus II: Analytic Geometry	5
MATH& 163	Calculus III: Analytic Geometry	5
MATH 108	Math for Elementary Teachers II	5
MATH 111	Finite Mathematics	5

## NUTR&

Item #	Title	Credits
NUTR& 101	Introduction to Human Nutrition	5

## OCEA&

Item #	Title	Credits
OCEA& 101	Introduction to Oceanography	5

## PHYS& AND ASTR&

Item #	Title	Credits
PHYS& 110	Physics for Non-Science Majors	5
PHYS& 114	General Physics I with Lab	5
PHYS& 221	Engineering Physics I	5
ASTR& 100	Survey of Astronomy	5

## ZOOL

Item #	Title	Credits
ZOOL 101	Introduction to Zoology	5

## Degree Requirements

90 credits, to include 60 credits chosen from the courses listed as approved for the Associate in Arts degree on the [Distribution List](#) of Approved Courses. For specific degree pathways, see the [Areas of Study](#) page listed on our website.

## CREDITS ARE TO BE DISTRIBUTED AS FOLLOWS:

- **English Composition 101 and 102:** Five credits each
- **Mathematics:** Five credits from courses designated 107 or above or PHIL& 120
- **Humanities:** 15 credits from the distribution list, with one course from at least three of the subject areas listed.  
Students wishing to use a foreign language as humanities distribution must take the third course in the sequence; additional credits will count as electives.  
**A minimum of 3 credits and a maximum of 5 credits in one area meet distribution credit in Humanities.**
- **Social Sciences:** 15 from the distribution list, including one course from at least three of the subject areas listed.
- **Natural Sciences:** 15 from the distribution list, including one course from at least three of the subject areas listed (One of these courses must be a laboratory course. See the course descriptions for information on whether the course is a laboratory course.)
- **Electives:** Additional credits numbered 100 or above to total 90 credits; a maximum of 15 of these credits may be professional and technical courses; a maximum of three credits may be private music instruction; a maximum of three credits may be physical education

A cumulative grade point average of 2.0 or above in college-level courses. Note: Universities do not accept grades lower than 1.0.

**Type:** Arts & Sciences Degree

**Total credits:** 90

## Student Learning Outcomes

Upon completion of an Associate in Arts-DTA degree, Peninsula College graduates will be able to:

- Demonstrate academic skills at the college level, e.g., literacy, quantitative and critical thinking, composition, and the acquisition of information
- Employ modes of inquiry basic to philosophical, scientific, mathematical, social, historical, and literary studies
- Demonstrate knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences
- Integrate knowledge drawn from diverse areas of study

## Degree Requirements

This is the Associate in Business DTA / MRP program map for the Business & Management Area of Study. This map is intended as a general guide. Please work with your academic advisor regarding your specific goals and transfer requirements. If you are not eligible yet for college level Math or English courses, please consult your advisor for changes in your progression through this pathway.

To qualify for an Associate in Business Degree you must complete a minimum of 90 credits in courses listed. If students wish to transfer to a specific baccalaureate institution they should consult with their advisor.

**Type:** Arts & Sciences Degree

## FALL YR 1 (15 Credits)

Elective: BUS& 101 Intro to Business

Communication Skills: ENGL& 101 Composition I

Natural Science with Lab: Any physical, biological and/or earth science with a lab.

## WINTER YR 1 (15 Credits)

Communication Skills: ENGL& 102 Composition II

Social Science: PSYC& 100 Intro to Psychology

Business: BUS 201 Business Law

## SPRING YR 1 (15 Credits)

Natural Science: C SC 100: Introduction to Computers/Computer Science

Natural Science: MATH& 146 Statistics

Humanities: CMST& 210 Interpersonal Communication

## FALL YR 2 (15 Credits)

Quantitative Reasoning: MATH 111 Finite Math

Business: ACCT& 201 Principles of Accounting I

Social Science: ECON& 201 Microeconomics

## WINTER YR 2 (15 Credits)

Quantitative Reasoning: MATH& 148 Business Calculus

Business: ACCT& 202 Principles of Accounting II

Humanities: CMST& 220 Public Speaking

## SPRING YR 2 (15 Credits)

Humanities: PHIL 130 Ethics

Social Science: ECON& 202 Macroeconomics

Business: ACCT& 203 Principles of Accounting III

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**Total credits:** **90**

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## Degree Requirements

The Associate in Science Transfer degree is designed to fulfill the requirements of baccalaureate institutions for transfer with junior standing. The requirement of the degree is completion of a minimum of 90 credits with a specific number in each of English/Humanities distribution, Social Sciences distribution, Science, and Quantitative Skills courses.

Students completing this Associate in Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate degree and will be eligible for junior status by the receiving institution.

## Track 1 Degree Requirements

**Biological Sciences | Geology | Earth Science  
Environmental/Resource Sciences Chemistry**

- **Communications:** Minimum five quarter credits in college-level composition course
- **Mathematics:** Two courses (10 quarter credits) required at or above introductory calculus level
- **Humanities and Social Science:** Minimum 15 quarter credits. Minimum of five quarter credits in Humanities, minimum of five quarter credits in Social Science, plus an additional five quarter credits in either Humanities or Social Science for a total of 15 quarter credits; courses taken must come from the current Intercollege Relations Commission (ICRC) [distribution list](#) in order to



count as General Education or General University Requirements (GER/GUR) at the receiving institution

- Additional credits in general education, cultural diversity, and foreign language may be required by the transfer institution, which must be met prior to the completion of a baccalaureate degree

## PREMAJOR REQUIREMENTS

In a premajor program for biological sciences, environmental/resource sciences, chemistry, geology, and earth sciences, students should take:

- **Chemistry** (for science majors) sequence: 15 quarter credits
- **Third-quarter calculus** or approved statistics course: 5 quarter credits
- **Biology or physics** (calculus-based or non-calculus-based) sequence: 15 quarter credits; some baccalaureate institutions require physics with calculus
- **Additional requirements:** 10-15 quarter credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a two-or-three quarter sequence. Biology majors should select organic chemistry or physics
- **A maximum of five quarter credits** of “gray area” courses will be accepted in the remaining credits category. Precalculus cannot be used to satisfy the mathematics requirement. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring

Note: Sequence of courses should not be broken up between institutions. Some majors may require calculus-based Physics.

Remaining credits (10-15 quarter credits): Sufficient additional college-level credits so that total credits earned are at least 90 quarter credits. These remaining credits may include prerequisites for major courses (e.g., precalculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring. A maximum of five credits of nonacademic electives, a maximum of five credits of theater arts/music instruction, a maximum of three credits private music instruction, and a maximum three credits physical education will be accepted. A cumulative grade point average of 2.0 or above in college-level courses. This is a minimum requirement

for the AS degree. A lower grade point average may affect a student's chances of admission to a specific science program or bachelor-degree track.

## Track 2 Degree Requirements

**Engineering | Computer Science | Physics | Atmospheric Science**

- **Communications:** Minimum five quarter credits in college-level composition course
- **Mathematics:** Two courses (10 quarter credits) required at or above introductory calculus level
- **Humanities and Social Science:** Minimum 15 quarter credits; minimum of five quarter credits in Humanities, minimum of five quarter credits in Social Science, plus an additional five quarter credits in either Humanities or Social Science for a total of 15 quarter credits; CMST& 220 and PSYC&100 required. Courses taken must come from the current ICRC [distribution list](#) in order to count as GER or GUR at the receiving institution. No more than 5 credits of performance classes are allowed.
- Additional credits in general education, cultural diversity, and foreign language may be required by the transfer institution, which must be met prior to the completion of a baccalaureate degree

## SPECIFIC PREMAJOR REQUIREMENTS

**25 credits** based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend.

- PHYS& 114L, 115L, 116L or PHYS&221L, 222L, 223L
- CHEM& 121L required for Engineering majors; other majors should select 5 credits of science based on advising
- MATH& 169 or MATH& 146
- The remaining 35 credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend.
- For engineering disciplines, the remaining 35 credits should include a design component consistent with ABET accreditation standards.
- A maximum of five credits of nonacademic electives may be accepted.
- A cumulative grade point average of 2.0 or above in college-level courses (This is a minimum requirement for the AS degree. A lower grade point average may affect a student's chance of admission to a specific science program or bachelor degree track).

To meet requirements for this degree at Peninsula College you must complete a minimum of 90 college

level credits. Some baccalaureate institutions require physics with calculus to meet program prerequisite requirements.

Note: Sequence of courses should not be broken up between institutions. Some majors may require calculus-based Physics.

**Type:** Arts & Sciences Degree

**Total credits:** 90

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## Student Learning Outcomes

Upon completion of an Associate in Science Transfer degree, Peninsula College graduates will be able to:

- Demonstrate academic skills at the college level, e.g., literacy, quantitative and critical thinking, composition, and the acquisition of information
- Employ modes of inquiry basic to philosophical, scientific, mathematical, social, historical, and literary studies
- Demonstrate knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences

- Integrate knowledge drawn from diverse areas of study
- Demonstrate mastery of field-specific knowledge in preparation for successful transfer to an upper-division science program

Advising is a critical element in implementation of the Associate in Science Transfer degree. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution)

Peninsula College and Olympic College have partnered to deliver a Therapy Assistant program. Peninsula College students can complete their prerequisites at Peninsula College via a combination of face-to-face and on-line distance education classes then transfer to Olympic College. You can apply for admission to the Physical Therapist Assistant program through Olympic College after completing your prerequisite courses at Peninsula College. The program application deadline is April 30. Program information is available through Student Development Office at Peninsula College. For additional information visit [olympic.edu/ocpta](https://olympic.edu/ocpta).

**Type:** Professional Technical Program

# Addiction Studies

Addiction Studies program competencies can be attained through an extensive array of educational courses offered. The program contains classes suggested to begin internships in chemical dependency agencies in the public and private sectors and fulfill chemical dependency professional status in accordance with current certification requirements. Course content includes counseling, case management, psychology, sociology, ethics, law, and physiology as well as internships in a variety of work environments. Students are encouraged to begin the program in either fall or winter quarter. An Associate of Applied Science degree in Addiction Studies is awarded to students who successfully complete all the necessary coursework.

## Degree & Certificate Options

- Addiction Studies AAS Degree
- Addiction Studies AAS-T Degree

## Short-Term Proficiency Certificates

- Addiction Counseling and Case Management Certificate
- Addiction Counseling and Wellness Certificate
- Addiction Studies Certificate
- Addictive Drugs Studies Certificate
- Youth Addiction Studies Certificate

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Identify basic facts on addiction and effect on individual, family, and society; chemical dependency theory and therapy models; dynamics of teenage substance abuse
- Maintain accurate case management records
- Utilize knowledge of state laws and court procedures regarding alcohol/drug offenses
- Apply basic counseling skills in a therapeutic setting
- Explore dynamics of chemically dependent family
- Recognize the relapse process and its impact on recovery and family-of-origin issues
- Examine ethical principles and rules of conduct for the chemical dependency counselor
- Address cultural awareness as it relates to working with others
- Apply basic computational skills to practical applications

- Communicate in writing for a variety of purposes and audiences
- Demonstrate competencies to succeed in the selected career pathway workplace
- Interpret human interaction with others
- Recognize and formulate an information need
- Report the actions of drugs on the body
- Identify aids and hepatitis C as diseases
- Summarize assessment and treatment issues specific to individuals with co-occurring disorders

# Administrative Office Systems

The Administrative Office Systems (AOS) program provides up-to-date curriculum that adapts to the rapidly changing workplace.

In an interactive online learning environment, students master Microsoft Office and computer concepts. They observe, practice, and train, then apply their skills in a real-world business environment. Technology skills are combined with writing and specialty courses.

The program is designed to prepare students to work in a wide variety of office settings: Accounting, Administrative Support, Computer Applications Support, Legal, and Medical.

## Degree & Certificate Options

- Accounting (AAS and AAS-T)
- Administrative Assistant (AAS and AAS-T)
- Computer Applications Support (AAS)
- Legal Office Assistant (AAS)
- Medical Office Assistant (AAS and AAS-T)
- Administrative Office Systems (One Year Certificate)

## Short-Term Proficiency Certificates

- Administrative Software Specialist
- Healthcare Documentation I and II
- Legal Assistant I and II
- Medical Office Coordinator
- Office Assistant I and II
- Receptionist

**Type:** Professional Technical Program

## Student Learning Outcome

Upon completion of this program, students will be able to:

- Demonstrate advanced skills in cloud-based Office 365

- Demonstrate ability to create, format, and modify word processing documents
- Communicate information and ideas (verbal & written) for a variety of business purposes and audiences
- Create workbooks, analyze data, and use mathematical functions
- Create tables, relationships, forms, and reports in a relational database
- Demonstrate an ability to organize and present information in visual presentations
- Demonstrate competencies to succeed in an administrative office career
- Exhibit effective interpersonal skills

The above outcomes are for the Administrative Office AAS degree in Accounting. For other Administrative Office degree program option specific outcomes, go to: [www.pencol.edu/proftech/administrative-office-systems](http://www.pencol.edu/proftech/administrative-office-systems).

## Advanced Manufacturing / Composites Technology (inactive Fall, 2019)

*(This program is currently inactive as of Fall, 2019)* The Advanced Manufacturing Technology program is designed to prepare students for a variety of manufacturing jobs including composites technician, Computer Numerically Controlled (CNC) operator and programmer, and carbon fiber recycling technician. Core curriculum includes nondestructive testing, metrology, computer aided design, CNC, composites recycling, machining and welding. Students are prepared for these fields by learning the physical properties of advanced materials and becoming proficient in composite processing skills that include vacuum bagging, resin infusion, composite oven curing, material use data entry, material resource procurement, CNC programming/operating, and clean room techniques.

### Degree & Certificate Options

- Advanced Manufacturing AAS Degree

### Short-Term Proficiency Certificates

- CNC Machining and Programming
- Composites Recycling

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Operate tools and equipment safely
- Handle, store, and use advanced composite materials safely
- Describe physical properties of various composite materials and metals
- Use 2D and 3D drawings/models to build/modify parts and assemblies
- Produce composite structures in both production and prototype environments
- Demonstrate ability to critically assess damage and successfully repair composite structures
- Machine composites, cores, metals, and advanced materials using CNC technology
- Non-destructively test composite parts and metal parts
- Accurately measure and document parts and assemblies using 3D modeling and CMM
- Produce 3D part models, analyze them, generate tool paths, and cut them on CNC machines
- Apply basic computational skills to practical applications
- Communicate in writing for a variety of purposes and audiences
- Demonstrate competencies to succeed in the selected career pathway workplace

## Automotive Technology (inactive Summer, 2021)

*(This program is currently inactive as of Summer, 2021).* Peninsula College's Automotive Technology program is designed, in consultation with the College's Automotive Technology Advisory Committee, to meet the needs of today's modern-day workplace. Curriculum combines theory and hands-on experiences in the technical and interpersonal skills necessary to be a productive member of the automotive workforce. Emphasis is on the use of sophisticated equipment to keep automobiles operating in an environmentally sound and physically safe condition. Successful completion of this program leads to an Associate of Applied Science Transfer degree in Automotive Technology. The AAS-T option may improve the transferability of Associate of Applied Science degrees to some four-year programs.

### Degree & Certificate Options

- Automotive Technology AAS Degree
- Automotive Technology AAS-T Degree

## Short-Term Proficiency Certificates

- Automatic Transmissions and Transaxles
- Automotive Heating & Air Conditioning
- Automotive Suspension & Steering
- Brakes
- Electrical/Electronics Systems
- Engine Performance
- Engine Repair
- Manual Drivetrains and Axles

*Students must have a 2.0 or higher in each course associated with a short-term certificate.*

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Recognize unsafe situations that may occur in an automotive repair shop; identify the safety precautions that should be taken; relate the proper application of safety procedures; demonstrate safe operation of available equipment
- Demonstrate use of appropriate hand tools and a broad understanding of basic test equipment
- Apply a systematic approach; communicate effectively with owner/operators; project proper company image; demonstrate integrity/sound judgment; exhibit positive attitude/self-esteem; exhibit initiative (self-starter); demonstrate good housekeeping, planning, and organizational skills; show attention to details
- Perform necessary technical adjustments; verify actual symptoms; demonstrate knowledge of subassembly and components; use appropriate manuals and diagnostic tools; evaluate cost of corrective actions; demonstrate ability to interpret results, apply math to solve technical problems, and use specialized equipment
- Demonstrate manual dexterity, resourcefulness, creativity, and mechanical skills; use sensory perceptions and logical approach to problem solving/troubleshooting
- Interpret and understand manuals, drawings, specifications, and procedures; demonstrate proper reading and application of technical literature; use correct terminology
- Demonstrate competencies to succeed in the selected career pathway workplace
- Demonstrate workplace specific skills, teamwork and customer service

## Bachelor of Applied Science in Applied Management

Peninsula College's Bachelor of Applied Science in Applied Management Degree builds on an existing AAS, AAS-T, AA, or AS Degree, adding upper division coursework to complete a four-year degree. Applicants are accepted year round. The program can be completed in a two- or three-year track and 100% online. Students can enter the program fall, winter, spring, or summer.

The Bachelor of Applied Management degree is designed to provide program graduates with the knowledge and skills needed to move into management or supervisory positions or create new employment opportunities and entrepreneurial ventures in a rapidly changing global economy. Some classes are held weekday evenings, and all classes are available online to accommodate the schedule needs of working adults. When available, face-to-face classes meet on the main Peninsula College campus in Port Angeles.

The Bachelor's curriculum includes a mix of required core management and general studies courses. After completing the first year of the program (45 credits), each student also completes a five-credit internship which is developed by the student and employer partner.

### REQUIRED DEGREES & CLASSES

**Bachelor applicants must have completed one of the following:**

- AAS or AAS-T Degree (GPA of 2.0 or better)
- AA or AS Degree (GPA of 2.0 or better)

**All Applicants must also have completed the following courses:**

- Math class at the 100 level with Math 91, or MATH 99 as a prerequisite (5 credits with a minimum GPA of 2.0)
- ENGL 101, English Composition I (5 credits with a minimum GPA of 2.0)
- Humanities 100 or 200 level (e.g., Art, Spanish, Music, Philosophy, Communications) (5 credits)
- Natural Science 100 or 200 level (e.g., Biology, Chemistry, Environmental Science, Physics) (5 credits)

### RECOMMENDED

The face-to-face classes are enhanced with an online component, and the classes are also offered totally online. Because of this, accepted students who are new

to web-based learning should consider taking Peninsula College's one credit course, HUMDV 101—Online Classroom Success, before they begin their studies.

Excel, Word, PowerPoint, and the use of email are tools BAS students will use throughout the program. Those who are not familiar with or comfortable using those programs should locate online, self-study resources or consider enrolling in courses offered by the College.

## Admissions

This program requires a separate admissions application. Instructions and application forms are located at the College website at [pencol.edu/bas](http://pencol.edu/bas).

## Registration

Students in the Bachelor program meet with their academic advisor each quarter. The registration process, course offerings, and academic progress information is provided during advising. Current Bachelor students receive preference for enrollment in program courses. Non-Bachelor students, with appropriate prerequisites, may enroll in these courses on a space-available basis and by approval of the program director.

## Financial Aid

Financial aid is available to all students who qualify. To learn more about these opportunities, visit [pencol.edu/financial](http://pencol.edu/financial).

## Tuition and Fees

Current tuition and fee information is published on the College website at [pencol.edu](http://pencol.edu) or by calling the Student Services Office at (360) 417-6340.

**Type:** Bachelor's Degree

## Prerequisites

**All Applicants must also have completed the following courses:**

- Math class at the 100 level with Math 91, or MATH 99 as a prerequisite (5 credits with a minimum GPA of 2.0)
- ENGL 101, English Composition I (5 credits with a minimum GPA of 2.0)
- Humanities 100 or 200 level (e.g., Art, Spanish, Music, Philosophy, Communications) (5 credits)
- Natural Science 100 or 200 level (e.g., Biology, Chemistry, Environmental Science, Physics) (5 credits)

Item #	Title	Credits
ENGL& 101	English Composition I	5

## Core Curriculum Requirements

- Students are required to complete additional humanities, social science, and natural science coursework.

Item #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
BAS 325	Legal Environments in Business	5
BAS 330	Management Information Systems	5
BAS 340	Applied Financial Management	5
BAS 358	Marketing for Managers	5
BAS 380	Project Management	5
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
BAS 485	Ethics for Managers	5
BAS 490	Strategic Management & Policy	5
ENGL 325	Professional and Organization Communications	5
MATH& 146	Introduction to Stats	5

## Internship

**Students must complete a 5 credit internship**

- BAS 461-465 Internship (1-5 credits)

Item #	Title	Credits
BAS 461-465	BAS Internship	1-5
<b>Total credits:</b>		<b>71-75</b>

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate the ability to communicate effectively and use the language, tools, concepts, and models of management applicable to the professional/technical discipline
- Demonstrate the ability to apply critical thinking and knowledge in a field-specific context
- Demonstrate an understanding of management roles and the nature of leadership
- Apply the principles and philosophy of management systems
- Analyze systems for planning and decision-making
- Prepare and complete cost control processes including the ability to establish a budget, prepare cost reports, and forecast expenditures
- Employ new and developing information technologies
- Acquire, organize, analyze, and interpret information and data to make informed, reasoned, equitable decisions
- Identify and describe human behavior in an organizational setting
- Identify and analyze human resource systems for employment, compensation, and training
- Institute and facilitate team-based problem-solving environments
- Develop and articulate a statement of values or code of ethics
- Demonstrate a knowledge of the community and an understanding of issues related to diversity

## Business Administration

The Business Administration program is designed to allow students to pursue three different career options: Accounting, Management, and Entrepreneurship. The Washington State Workforce Training & Education Coordinating Board reports a skill gap in accounting jobs where the accounting jobs exceed worker supply. Jobs in business administration exist in a wide variety of career paths. Students develop a foundation of knowledge in accounting, management, business, entrepreneurship and application software related to business and communication.

The learning environment incorporates instruction relevant to workplace scenarios. Technology, interactive training, skills-based assessments, and online digital learning solutions provide timely feedback to enhance learning and degree completion. Students can continue their academic studies at Peninsula College in the Bachelor of Applied Science in Applied Management degree (BAS). Contact the BAS advisor for additional prerequisite requirements at [BAS@pencol.edu](mailto:BAS@pencol.edu).

## Degree & Certificate Options

- Business Administration-Accounting AAS Degree
- Business Administration-Accounting AAS-T Degree
- Business Administration-Entrepreneurship Foundations AAS Degree
- Business Administration-Entrepreneurship Foundations AAS-T Degree
- Business Administration-Management AAS Degree
- Business Administration-Management AAS-T Degree
- Business Foundations Certificate
- Business Administration Certificate

## Short-Term Proficiency Certificates

- Business Administration-Accounting
- Business Administration-Economics and Finance
- Business Administration-Business Entrepreneurship
- Business Administration-Business Management
- Business Administration-Business Technology

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Apply quantitative and qualitative methods for critical thinking and problem solving
- Formulate a personal code of ethical behavior as it relates to a modern business environment
- Utilize electronic technology, including accessing information from various sources
- Recognize and analyze how economic forces shape the environment of business and decision making
- Demonstrate competency in written and oral communication
- Identify key legal principles that apply in business transactions and demonstrate an understanding of legal risk management
- Identify and apply management skills and concepts that can be applied in a wide variety of situations
- Demonstrate proficiency in Quickbooks
- Demonstrate required payroll and business record keeping procedures and prepare federal and state tax reports

- Apply basic computational skills to practical applications
- Communicate in writing for a variety of purposes and audiences
- Demonstrate competencies to succeed in the selected career pathway workplace
- Demonstrate an understanding of marketing principles to promote a company

The above outcomes are for the Business AAS degree in Accounting. For other Business degree program option specific outcomes, go to: [www.pencol.edu/proftech/business-administration](http://www.pencol.edu/proftech/business-administration).

Previous graduates have found employment in education, government, private industry, and self-employment. The accounting-related occupation has been identified as a high demand field in Washington State. Many of the new accounting positions will be created in small, rapidly growing businesses. The demand for persons trained in this field should remain strong over the next several years.

## Commercial Driver's License

The Commercial Driver's License certificate program consists of a 10 credit course which prepares you to take the written and driving portion of the Washington State Commercial Driving Class A test. Preparation includes 40 hours of lecture, hands-on demonstrations, video, and computerized practice tests as well as 120 hours of driver training.

**Type:** Professional Technical Program

### Degree & Certificate Options

- Commercial Driver's License

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Safely operate a commercial vehicle
- Inspect a commercial vehicle
- Take the Washington State Commercial Driving Class A test

## Computer Applications Technology

The Computer Applications Technology program provides an avenue for developing skills in the use of the Microsoft Office Suite of business software applications—Word, Excel, PowerPoint, and Outlook. The AAS-T option includes 45 credits of transfer classes so that students can transfer into a baccalaureate institution.

### Degree & Certificate Options

- Computer Applications AAS Degree
- Computer Applications AAS-T Degree
- Computer Applications One-Year Certificate

### Short-Term Proficiency Certificates

- Computer Applications I Certificate
- Computer Applications Fundamentals Certificate
- Excel Proficiency Certificate
- Help Desk Support Specialist Certificate

**Type:** Professional Technical Program

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Communicate effectively through written, verbal, and visual methods
- Work collaboratively and independently to achieve a defined goal
- Demonstrate use of Word, Excel, Access, PowerPoint and the Windows Operating System
- Distinguish between hardware and software; determine the type of software necessary to complete an objective; understand the functions of an operating system
- Access information from a hard or removable drive; locate information in subdirectories
- Access a variety of Windows tabs and icons
- Use spreadsheet software to solve mathematical/quantitative problems
- Format and edit documents using word processing software
- Solve problems using the appropriate software; apply systematic approaches and logic to solving problems; troubleshoot problems; collect and apply data to solve problems
- Communicate findings in the form of printed documents, create and interpret graphs and charts using appropriate software, and synthesize and apply information to meet an identified need



- Ask questions and give answers using discipline-specific vocabulary
- Translate math symbols into words and words into math symbols
- Utilize electronic technology, including accessing information from various sources
- Apply basic computational skills to practical applications
- Work cooperatively and collaboratively with others
- Communicate in writing for a variety of purposes and audiences
- Demonstrate competencies to succeed in the selected career pathway workplace

## Construction Technology

The Construction Technology program provides students with sufficient skills to construct, retrofit, manage, and maintain buildings for the greatest energy efficiency. Instruction consists of classroom presentations and hands-on training in lab settings and in the building of a residential home. This program partners with the North Olympic Peninsula Builder Association, the Future Builders Program, the Construction Center of Excellence, and the Clallam Historical Society.

The Construction Technology program offers courses in carpentry, woodworking, green building, construction leadership, and alternative building materials that prepare students to construct, retrofit, manage, and maintain buildings for the greatest energy efficiency. Instruction consists of classroom presentations and hands-on training in lab settings and in the building of a residential home.

### Degree & Certificate Options

- Construction Technology AAS Degree
- Construction Technology-Carpentry One-Year Certificate

### Short-Term Proficiency Certificates

- Construction Technology Leadership
- Cabinetry and Finish Carpentry

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Use hand tools and power machinery safely
- Perform all aspects of basic carpentry

- Perform energy efficient tasks on a new residential structure
- Perform an energy analysis on an existing structure
- Research, plan, design, and implement an energy efficient retrofit plan
- Develop and design a building retrofit that meets Leadership in Energy Environmental Design (LEED) and International Living Building Institute (ILBI) standards

## Criminal Justice

The Criminal Justice program is comprised of professional and general education courses and is designed to provide the student with a broad exposure to criminal justice theory and process as well as contemporary issues and problems. The curriculum provides a balanced approach to both law enforcement and corrections, with supporting courses that enhance both perspectives. The program has been developed in conjunction with active professionals in the field of criminal justice who serve as members of an advisory committee.

Successful completion of the two-year program described on this guide leads to an Associate of Applied Science in Criminal Justice or an Associate of Applied Science-Transfer degree in Criminal Justice. The AAS-T option may improve the transferability of Associate of Applied Science degrees to some four-year programs.

### Degree & Certificate Options

- Criminal Justice AAS Degree
- Criminal Justice AAS-T Degree
- Criminal Justice One-year Certificate

**Type:** Professional Technical Program

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Correctly identify the major steps of the criminal justice process
- Develop an understanding of the function of each step of the criminal justice system and the key decisions that are made at each step
- Define each step and critically analyze how a case proceeds through the criminal justice system
- Articulate the functions of policing in the United States in terms of its historical roots, structure, and contemporary issues

- Develop an understanding of the court system in the United States in terms of constitutional issues and historical precedents
- Identify and understand correctional practices in the United States in relation to philosophies of punishment, sentencing practices, victim's rights and institutional limitations
- Demonstrate knowledge of the purpose, function, and historical evolution of the American criminal justice system in terms of the three major branches of criminal justice: police, courts, and corrections
- Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior
- Apply individual criminological theories to specific types of offending and criminal behaviors
- Demonstrate an understanding of the steps in the research process as it relates to the scientific method
- Apply basic computational skills to practical applications
- Communicate in writing for a variety of purposes and audiences
- Demonstrate competencies to succeed in the selected career pathway workplace

## Cybersecurity & Computer Forensics

Increased cybersecurity threats and new homeland security policies have produced a growing national demand for cyber-security professionals with knowledge of cybersecurity, ethical hacking, intrusion testing, vulnerability assessment, and computer forensics. In addition, the growth of universal and mobile computing requires new approaches to information security and the protection of information systems from unauthorized access, modification, or destruction. The Cybersecurity and Computer Forensics program prepares students for entry level employment in cybersecurity and information security careers including cyber incident and response, vulnerability detection and assessment analyst, information security analyst, computer forensic analyst, and computer forensics investigator. Foundation courses introduce students to the legal, ethical, and theoretical issues in cybersecurity and computer forensics technology. Core courses expand student depth and skills in ethical hacking, criminal justice, evidentiary analysis, and the development of a forensically sound environment. Capstone courses provide practicum experience and opportunity to participate in the Collegiate Cyber Defense Competition (CCDC).

Successful completion of this program leads to an Associate of Applied Science degree in Cybersecurity and Computer Forensics. Students are required to have access to computer, internet, and browser. This degree can be completed online.

### Degree & Certificate Options

- Cybersecurity and Computer Forensics AAS Degree
- Cybersecurity and Computer Forensics AAS-T Degree

### Short-Term Proficiency Certificate

- Cybersecurity and Computer Forensics Certificate

**Type:** Professional Technical Program

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate an understanding of the core concepts, tools, and methods used to secure computer systems
- Identify and present indicators that a cybersecurity incident has occurred
- Apply criminal justice methods to cybersecurity and computer forensic investigations
- Plan, implement, and evaluate penetration testing and ethical hacking of computer systems
- Identify, analyze, and mitigate threats to internal computer systems
- Collect, process, analyze, and present computer forensic evidence
- Work in teams to analyze and resolve cybersecurity issues
- Apply critical thinking skills to risk analysis of computer systems

## Early Childhood Education

Course work in the Early Childhood Education (ECE) program combines theory and practical experience for work with young children and their families. Courses include child development, child behavior and guidance, children with special needs, planning early childhood learning environments, planning developmentally appropriate curriculum, and working with families. Practicum courses provide opportunities to apply theoretical knowledge to planning and presenting curriculum, and for working with children and staff in early childhood centers. Successful completion of this program leads to an Associate of Applied Science

degree in Early Childhood Education. Prospective ECE students should be aware of the fact that they will have to complete a background check.

As of fall 2019, this program requires students to achieve a grade of 2.0 or above in all ECED and EDUC classes to progress through and complete the program.

**Peninsula College offers several educational options to those who are enrolled in the ECE Program, including:**

- 90 credit Associate of Applied Science (AAS) Degree
- 55 credit certificate in Early Childhood Education
- Customized transfer degree with an emphasis in Early Childhood Education

**Individuals may earn the State Initial ECE certificate, the State Short Early Childhood Education Certificate of Specialization—General or Infant and Toddlers, and the Early Childhood Education State Certificate**

Students who earn the Initial Certificate meet the licensing requirement to be a child care center lead or assistant teacher. A lead teacher will need to complete a short certificate within two years of receiving the Initial Certificate.

Individuals who earn the State Certificate meet the licensing requirement to be a child care center director, assistant director, or a center program supervisor.

Graduates with a 90 credit AAS Degree in Early Childhood Education find employment as childcare staff, family home childcare owner, Head Start teachers, or para-educators in the public schools.

The Associate of Arts Transfer Degree with an emphasis in Early Childhood Education may be used as preparation for full transfer to a university in such related fields as education, speech pathology, child psychology, social services, and human services. Consult an ECED advisor and the four-year college of your choice to determine transfer requirements.

## Degree & Certificate Options

- **Early Childhood Education AAS Degree**
- **Early Childhood Education Certificate**

## Short-Term Proficiency Certificates

- Short Early Childhood Education State Certificate
- Short Early Childhood Education State Certificate of Specialization - General
- Short Early Childhood Education State Certificate of Specialization - Infants and Toddlers

- Short Early Childhood Education State Certificate of Specialization - Family Child Care
- Short Early Childhood Education State Certificate of Specialization - School Age Care

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Use evidence-based information about child development and learning to critically think and implement equitable teaching practices.
- Demonstrate effective relationship building skills with children, families, and community members.
- Utilize appropriate observation, documentation, and assessment information to support children's development and families.
- Apply developmentally appropriate practices when working with children and families.
- Plan, implement, and evaluate meaningful curriculum for young children.
- Demonstrate personal characteristics, knowledge, and skills necessary to provide programs that facilitate children's learning in a professional manner.

## Emergency Medical Technician

The Emergency Medical Technician program prepares individuals to assist EMT Paramedics, under the supervision of a physician, to prepare and transport ill or injured patients, and to operate emergency vehicles and equipment such as life support units. Includes instruction in first aid and emergency medicine field techniques, patient stabilization and care; medical field communications, equipment operation and maintenance; and applicable standards and regulations.

## Short-Term Proficiency Certificates

- Emergency Medical Technician

**Type:** Certificates

# Entrepreneurship

The Entrepreneurship Certificate program prepares students for new venture planning, entrepreneurial startup, social media marketing, and entrepreneurial finance.

The program teaches students how to build a successful entrepreneurial venture from the ground up including analysis of an entrepreneurial mind set, market assessment, how to write a business plan, and innovative social media marketing strategies.

This program is designed to allow students in other innovation programs the opportunity to gain the knowledge and understanding of entrepreneurship.

## Short-Term Proficiency Certificates

- Entrepreneurship Certificate

**Type:** Certificates

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Write and present a business plan
- Identify business start-up funding sources
- Demonstrate an entrepreneurial mindset and the skills required to be a successful entrepreneur
- Analyze market trends and innovation for new opportunities
- Work in teams to cultivate ideas into a working plan for an entrepreneurial venture
- Apply critical thinking skills to entrepreneurial and new venture processes
- Develop and market a business presence and webpage on the Internet

# Family Life Education

Peninsula College offers parent education programs for families with young children in Clallam and Jefferson Counties. Each program offers developmentally appropriate learning activities for young children ranging in age from birth to five years of age.

Parents become active partners in their children's education by assisting teachers in the classroom on a scheduled rotating basis. Because these are parent run organizations, parents are also actively involved in the day-to-day operation of the preschool programs.

Parent Education instructors from Peninsula College facilitate parenting discussions on topics appropriate for each age group. These programs support parents in an environment where they can enhance and develop effective parenting and leadership skills. Parents receive college credits for attendance and participation in the program and have the opportunity to earn short-term certificates. Parents/students who complete a combination of 12 credits of Family Life Education courses can apply for a Parenting and Family Management Skills Certificate. Parents/students who complete a combination of 18 credits of Family Life Education courses can apply for a Leadership Skills Certificate.

## Short-Term Proficiency Certificates

- Leadership Skills
- Parenting and Family Management Skills

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Discuss and identify developmentally appropriate environments for children that encourage learning through active exploration and self-discovery
- Use positive age-appropriate guidance techniques when assisting the teacher and parents in the classroom
- Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child
- Recognize skills of decision making and problem solving
- Demonstrate effective participation in group organization and leadership
- Advocate for and support appropriate environments for the physical, social/emotional, and cognitive development of children
- Recognize and advocate for parent involvement in the best interest of children
- Access and advocate for community resources and programs that serve the needs of children
- Evaluate and support the cooperative program and parents' participation to continue providing a quality program
- Implement healthy, safe practices for young children
- Explain and apply early childhood development and developmentally appropriate practices/ environments for young children within a context of social and cultural influences

- Apply strategies for working with children, within a culturally relevant, anti-bias approach in order to promote social-emotional competence
- Determine and utilize appropriate resources for family support, within a social, cultural and anti-bias framework

## Homeland Security / Emergency Management

The Homeland Security Emergency Management (HSEM) associate degree program is designed to prepare the next generation of emergency management and policy leaders with the knowledge and skills they need to improve outcomes in disasters of all types. The 96 credit online degree program includes instruction in policy as well as planning and operational components of emergency management and homeland security, including opportunities to gain practical experience and work with current incident management technologies. The curriculum provides policy foundations and advances students through core competencies in hazard identification; risk and vulnerability assessment; planning; terrorism; mitigation, preparedness, response and recovery; and planning for diverse populations. The Associate in Homeland Security Emergency Management (HSEM) degree will prepare students with the competencies to work in an all-hazards preparedness environment, including an understanding of socioeconomic and cultural diversity issues.

Students are required to have access to computer, internet, and browser. This degree can be completed online.

### Degree & Certificate Options

- Homeland Security Emergency Management AAS Degree

**Type:** Professional Technical Program

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Apply effective interpersonal communication, critical thinking and decision-making skills commensurate with a defined level of responsibility
- Develop agency/organization specific tools to evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations

- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security
- Interpret ethical and legal issues that impact emergency management and homeland security
- Recognize how to access and disseminate information through multiple agencies in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation/state
- Define the interdisciplinary nature of Homeland Security/Emergency Management functions and be able to assess and integrate various functional areas
- Develop policies, procedures and protocols to allow seamless agency integration from prevention to incident response scenarios
- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management, homeland security, and/or public policy
- Participate in employer-directed training for performance enhancement and career advancement

## Honors

### Associate Degrees - Honors

Peninsula College's general education requirements for the Direct Transfer Agreement (DTA) Associate degrees conform to the guidelines of the Washington Intercollege Relations Commission (ICRC) for direct transfer of Associate degree credits. Washington colleges and universities also accept these guidelines or have separate agreements with Peninsula College to grant junior status and waive their own general education requirements for students entering with the Associate in Arts degree. Major related programs based on the direct transfer agreement (DTA) follow the statewide agreement and share the same benefits.

To meet requirements for these degrees at Peninsula College you must complete a minimum of 90 credits, with a specified number of credits distributed among communications, distribution, and quantitative skills courses.

The distribution requirement is based upon the premise that a significant portion of undergraduate education should be characterized by a broad survey of human knowledge.

For specific degree pathways, see the [Areas of Study](#) page listed on our website.

## Honors Degree Requirements

An Associate Degree - Honors requires 90 credits as stated above, including at least 13 credits of honors courses, which can count as electives.

Distribution requirements consist of a minimum of 45 credits, with 15 credits earned in each of the broad areas of humanities, social sciences, and natural sciences. (( specific course may not be credited toward more than one distribution area.)

Communications requirements for the Associate Degree - Honors are met somewhat determined by the degree the student is pursuing. Although, Honors sections of ENGL& 101 and ENGL& 102 are offered each year, but Honors students may take non-Honors sections of these courses as substitutes, if desired. Computation skills are met by MATH& 141 or the Honors section of MATH& 146.

**Type:** Arts & Sciences Degree

## Distribution Courses

**Mathematics:** MATH& 141 or the Honors section of MATH& 146

**Communications:** Determined by the degree the student is pursuing; Honors sections of ENGL& 101 and ENGL& 102 are offered each year, but Honors students may take non-Honors sections of these courses as substitutes, if needed

Item #	Title	Credits
MATH& 146	Introduction to Stats	5
ENGL& 102	Composition II	5

## Required Honors Courses

In addition to completing the normal distribution requirements for an AA, AS, or AB degree, Honors students complete the following elective courses in the honors program:

Item #	Title	Credits
HONOR 160	Introduction to Honors Projects	2
HONOR 220	Second Year Interdisciplinary Projects Seminar I	1
HONOR 221	Second Year Interdisciplinary Project Seminar II	1
HONOR 250	Honors Capstone Projects	2
HONOR 290-292	Honors Project	1-2
IS 150	Foundations of Knowledge	5
<b>Total credits:</b>		<b>90</b>

## Hospitality and Ecotourism

The Hospitality and Event Planning certificate is designed to prepare students for entry level work in fields that serve visitors on the Olympic Peninsula. Foundation courses introduce students to hospitality, event management, and budget spreadsheets. Core courses expand student knowledge and skills in marketing, tourism policy, and planning. Students are required to have access to computer, internet, and browser. This degree can be completed online. Students entering this program should have good familiarity with computer software and hardware in the Windows or Mac environment. College-level skills in English and math (eligibility for courses numbered 100 or higher) are required before registering for the English, math, or applied math courses in this program. Students may need to complete prerequisite coursework. The placement test will help determine placement level if not known. Previous coursework may also indicate placement level.

## Degree & Certificate Options

- Hospitality and Ecotourism-AAS degree
- Hospitality and Event Planning Certificate

## Short-Term Proficiency Certificates

- Ecotourism and Adventure Travel Leadership

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate an understanding of the concepts related to hospitality services
- Plan, organize, and facilitate recreational and business related events
- Apply customer service skills in a business setting
- Develop an operational plan for hospitality services, tourist accommodations, green lodging, facilities, technology, and sustainable ecotourism
- Evaluate technology utilized in the Hospitality industry
- Apply critical thinking skills to solve problems related to hospitality and event planning
- Apply basic computational skills to practical applications
- Communicate in writing for a variety of purposes and audiences
- Work cooperatively and collaboratively with others

- Demonstrate competencies to succeed in the selected career pathway workplace

## Information Technology

The Associate of Applied Science (AAS) degree in Information Technology–IT Systems Administration, trains students, using industry-based skill standards. Students will design, implement, secure, and support Microsoft, Unix/Linux, and other industry standard network, client, and server systems. Students will learn about the fundamental business context were IT systems function including business communication skills.

Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles of network management and basic a basic understanding of the current information technology business environment.

### Degree & Certificate Options

- Information Technology-Systems Administration AAS Degree
- Information Technology-Systems Administration AAS-T Degree

**Type:** Professional Technical Program

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Determine the type of software or hardware necessary to complete an objective; understand the functions of different operating systems
- Access information from various storage mediums to locate and provide access to information in subdirectories
- Use an operating system to access a variety of software
- Solve problems using the appropriate operating system utilities; apply systematic approaches and logic to solving problems
- Synthesize and apply information to meet an identified need
- Ask questions and give answers using discipline-specific vocabulary
- Respond to a heterogeneous technology climate
- Plan, install, configure, and manage resources; connect and run applications; monitor, optimize, and troubleshoot network software and hardware
- Provide organizations a safe, secure, and redundant information system

- Consider ideas that conflict with individual value systems
- Design, configure, troubleshoot, and deploy computer networks

## Medical Assisting

The goals of the Medical Assisting Program are to:

- Prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
- Ensure students are prepared for their national credentialing exam(s) and the realities of workplace responsibilities they may encounter
- Assure employers that our graduates are ready to be employed and can be trusted to provide high-quality patient care
- Assure patients that the medical assistants caring for them are well-versed in the latest techniques and will provide them with respectful care

Graduates can expect to practice their profession in medical offices, clinics, and other ambulatory healthcare settings and are eligible for the Medical Assistant–Certified credential from the Washington State Department of Health.

Application to the program is required. Applicants who plan to begin the program fall quarter must submit their application packet the preceding spring quarter. Visit [pencol.edu](http://pencol.edu) for the application packet. Prospective Medical Assisting students should be aware of the fact that they will have to complete a background check and provide documentation of required immunizations prior to enrolling in medical assisting courses. Students must earn a 2.0 or higher in all MED and general education classes.

### Degree & Certificate Options

- Medical Assisting Certificate
- Medical Assisting AAS Degree

The Peninsula College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board ([www.maerb.org](http://www.maerb.org))

Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19 North, Suite 158

Clearwater, FL 33763

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Function professionally in a legal and ethical manner as a medical assistant
- Use medical terminology correctly
- Effectively communicate with other healthcare team members, patients, and physicians
- Procure and distribute both office and medical supplies
- Manage documents, both paper and electronic, in a medical office
- Demonstrate proficiency with basic medical testing procedures
- Display knowledge and use of techniques for asepsis, work-place safety, and risk management
- Demonstrate knowledge and competency in procedural and diagnostic coding for medical billing and performing electronic billing of multiple insurances
- Follow laws and regulations regarding patient privacy and confidentiality
- Demonstrate knowledge of ICD-10 coding for medical billing
- Integrate the cognitive objectives, psychomotor, and affective domain objectives into daily practice

The Peninsula College Associate of Applied Science Medical Office Assisting Program provides training for those seeking employment in the administrative areas of medical offices, clinics, hospitals, home health, extended care facilities, and other healthcare settings. Graduates are likely to find employment in these areas, while advanced degrees may provide access to a wider range of career opportunities in healthcare. Technology skills are integrated to prepare students for medical office employment, including electronic medical billing and coding, bookkeeping and accounting, and charting in patient records. Graduates are eligible for one or more national credentialing exams, and will choose one to challenge and pass as part of their capstone course project. Immunizations and background checks must be completed prior to the student being placed into a local healthcare facility for their required externship/practicum experience(s).

## Degree & Certificate Options

- Medical Office Assisting Certificate

- Medical Office Assisting AAS Degree

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Function professionally in a legal and ethical manner as a medical office assistant/specialist
- Use medical terminology correctly
- Effectively communicate with other healthcare team members, patients, and physicians
- Procure and distribute office supplies
- Manage documents, both paper and electronic, in a medical office
- Demonstrate knowledge and competency in ICD-10 coding and electronic medical billing of multiple insurances
- Follow laws and regulations regarding patient privacy and confidentiality
- Demonstrate knowledge of ICD-10 coding for medical billing
- Format and generate various documents required in a medical office setting

## Multimedia Communications

The multimedia communications graphics program prepares students for entry level employment in a variety of digital media careers including graphic design, digital photography, e-book design and publishing, content development for websites, and design for print publications. Foundation courses provide individuals with hands-on experience using a number of multimedia and graphic software applications. Core courses teach students an understanding of visual communications and provide a strong foundation of multimedia concepts and skills.

Capstone courses offer a unique opportunity for students to interact with local businesses, entrepreneurs, and clients while creating a collective portfolio of student work. Successful completion of this program leads to an Associate of Applied Science Transfer degree in Multimedia Communications. Some courses in this degree concentration are not offered online. Students are required to have access to Adobe Design Premium software and supply their own digital camera for this degree option. By the time you finish the program, you will have produced an electronic portfolio that demonstrates to employers your ability to develop multimedia content for business, professional, and educational purposes.



## Degree & Certificate Options

- Multimedia Communications AAS Degree
- Multimedia Communications-Graphics AAS Degree
- Multimedia Communications-Graphics AAS-T Degree
- Multimedia Communications-Web and Interactive Design AAS Degree
- Multimedia Communications-Web and Interactive Design AAS-T Degree

## Short-Term Proficiency Certificates

- Digital Image Editing Certificate
- Digital Layout Design Certificate
- Digital Photography Certificate
- Digital Storytelling 3D Design
- Digital Video Certificate
- Journalism Foundations Certificate
- Web Design Certificate

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital illustrations, page layout documents, web sites, and web based digital media content
- Plan, film, edit, and publish digital videos on the internet
- Digitize, manipulate, and prepare photographic files for print and web publication
- Plan, create, implement, test, and manage digital media tasks
- Produce a website portfolio that showcases individual digital media competencies

The above outcomes are for the Multimedia AAS degree. For other Multimedia degree program option specific outcomes, go to: [pencol.edu/proftech/multimedia-communications](http://pencol.edu/proftech/multimedia-communications).

## Nursing

The Washington State Nursing Care Quality Assurance Commission approves the Nursing program and the National League for Nursing Commission for Nursing Education. Students who complete the two-year associate degree program are eligible to take state board exams for registered nurses. The curriculum provides a strong foundation in applied and social

sciences and an understanding of the fundamentals of patient care in a variety of settings. Throughout the program students integrate experience caring for patients in acute care hospitals, long-term care facilities, and community agencies. Successful completion of this program leads to an Associate in Nursing DTA/MRP. Students with the Nursing DTA/MRP need only to complete senior level courses at select universities in the state of Washington to achieve a Bachelor's of Science in Nursing. Courses transfer as defined by the Associate in Nursing DTA/MRP agreement. Students who plan to transfer to a four-year program should review the university's requirements for senior-year standing in the Bachelor of Science in Nursing program.

**Important Note: Individuals who would like to study nursing at Peninsula College must complete non-nursing academic requirements and prerequisite courses prior to entering the program or be in the final quarter of their completion.**

Only 10 credits of Humanities may be completed after application and prior to the second year of the Nursing Program. Nursing courses may be started only in the fall quarter and only after making application to, and being accepted into, the nursing program. Application to the nursing program can be made only during the spring quarter prior to enrolling in nursing courses.

Application information is available on the Nursing Program web page at [pencol.edu/proftech/nursing](http://pencol.edu/proftech/nursing).

## Degree & Certificate Options

- DTA/MRP Degree in Nursing

The nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA, The Watergate, 2600 Virginia Ave, NW, 8th Floor, Washington, DC 20037).

### Important note:

Students planning to transfer to a BSN program should check with the transfer institution to confirm Humanities class requirements.

## Prerequisites: Natural Sciences (20 credits) (Required)

Courses with prerequisites, and the placement level of the student, may extend the Length of Program listed on this page.

\* Chemistry 121L has a prerequisite of intermediate algebra skills from either coursework or instructor testing.

Item #	Title	Credits
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
BIOL& 241	Human Anatomy & Physiology I	5
BIOL& 260	Microbiology	5
CHEM& 121	Introduction to Chemistry	5

## Prerequisites: Mathematics Skills (5 credits)

Item #	Title	Credits
MATH& 146	Introduction to Stats	5

## Prerequisites: Elective (5 credits)

Item #	Title	Credits
BIOL& 242	Human Anatomy & Physiology II	5

## Additional Required Prerequisites (30 credits)

- +10 credits of Humanities from [distribution list](#) must be taken prior to Quarter 8.

Item #	Title	Credits
PSYC& 100	General Psychology	5
ENGL& 101	English Composition I	5
	ENGL& 102 or CMST& 220 or CMST& 210	5
PSYC& 200	Lifespan Psychology	5

## Year One: Fall Quarter

Item #	Title	Credits
NURS 101	Nursing I	5
NURS 111	Fundamental Clinical Nursing Skills	2
HUM 131	Policy and Ethics in Healthcare I	1
PSYC 141	Psychosocial Issues in Healthcare I	3
NUTR 121	Nutrition in Healthcare I	3

## Year One: Winter Quarter

Item #	Title	Credits
NURS 102	Nursing II - Theory	6
NURS 112	Nursing II - Lab	5
NUTR 122	Nutrition in Healthcare II	1

## Year One: Spring Quarter

Item #	Title	Credits
NURS 103	Nursing III - Theory	6
NURS 113	Nursing III - Lab	5
NUTR 123	Nutrition in Healthcare III	1

## Year Two: Fall Quarter

Item #	Title	Credits
NURS 201	Nursing IV-Theory	6
NURS 211	Nursing IV - Lab	5
PSYC 242	Psychosocial Issues in Healthcare II	2

## Year Two: Winter Quarter

Item #	Title	Credits
NURS 202	Nursing V-Theory	4
NURS 212	Nursing V-Lab	6
HUM 232	Policy and Ethics in Healthcare II	2

## Year Two: Spring Quarter

Item #	Title	Credits
NURS 203	Nursing VI - Theory	4
NURS 213	Nursing VI-Lab	6
HUM 233	Policy and Ethics in Healthcare III	2
<b>Total credits:</b>		<b>135</b>

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Holistically assess the biopsychosocial-spiritual-cultural dynamic needs of the client
- Use evidence based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care
- Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team
- Provide accurate and safe nursing care in diverse settings
- Provide teaching based on individualized teaching plan
- Organizes and manages the holistic care of clients

- Work cooperatively with others in the decision-making process to achieve client and organizational outcomes
- Utilize appropriate verbal and written channels of communication to achieve positive client outcomes
- Practice within the ethical, legal, and regulatory frameworks of nursing and standards and scope of nursing practice

The Washington State Nursing Care Quality Assurance Commission approves the Nursing Program and the National League for Nursing Commission for Nursing Education Accreditation. Students who complete the two-year associate degree program are eligible to take state board exams for registered nurses. The curriculum provides a strong foundation in applied and social sciences and an understanding of the fundamentals of patient care in a variety of settings. Throughout the program students integrate experience caring for patients in acute care hospitals, long-term care facilities, and community agencies. Successful completion of this program leads to an Associate in Nursing DTA/MRP Degree. Students with the Nursing DTA/MRP need only to complete senior level courses at select Universities in the state of Washington to achieve a Bachelor's of Science in Nursing.

Courses transfer as defined by the Associate in Nursing DTA/MRP agreement. Students who plan to transfer to a four-year program should review the university's requirements for senior-year standing in the Bachelor of Science in Nursing program.

**Important Note:** Individuals who would like to study nursing at Peninsula College must complete non-nursing academic requirements and prerequisite courses prior to entering the program or be in the final quarter of their completion. Nursing courses may be started only in the fall quarter and only after making application to, and being accepted into, the Nursing program. Application to the Nursing Program can be made only during the spring quarter prior to enrolling in nursing courses. Application information is available on the Nursing Program web page at [pencol.edu/proftech/nursing](http://pencol.edu/proftech/nursing).

## Degree & Certificate Options

- Associate in Nursing DTA/MRP

The Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA, The Watergate, 2600 Virginia Ave, NW, 8th Floor, Washington, DC, 20037).

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Holistically assess the biopsychosocial-spiritual-cultural dynamic needs of the client
- Use evidence based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care
- Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team
- Provide accurate and safe nursing care in diverse settings
- Provide teaching based on individualized teaching plan
- Organizes and manages the holistic care of clients
- Work cooperatively with others in the decision-making process to achieve client and organizational outcomes
- Utilize appropriate verbal and written channels of communication to achieve positive client outcomes
- Practice within the ethical, legal, and regulatory frameworks of nursing and standards and scope of nursing practice

## Nursing Assistant

This course studies the role of the nursing assistant, which includes basic nursing skills, emergency procedures, and laws and regulations affecting nursing assistants. The course consists of classroom, laboratory, and clinical experiences needed to become a nursing assistant. After completing this course, students are eligible to take the Washington State Certificate Exam, making them employable in many settings such as hospitals, clinics, skilled nursing facilities (long term care and rehab), and assisted living facilities. The courses include seven hours of HIV/AIDS healthcare certificate. To meet the hours of education required by the state, attendance for all classes and clinicals is mandatory.

## Short-Term Proficiency Certificates

- Nursing Assistant Certificate

**Type:** Certificates

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Apply skills and knowledge of high quality nursing assistant care as a member of a long term care professional team
- Articulate accurate objective medical information verbally and in writing to other professional team members
- Demonstrate proficient assistance to a wide variety of residents in a safe, clean environment
- Create a care environment that encourages independence, while maintaining dignity, for each resident in their care
- Demonstrate competence with care assistance, and decision making
- Identify potential hazards and infectious agents to help with facility safety
- Demonstrate an understanding of the health care system
- Identify the facility policies and procedures and adhere with high self-expectations and standards
- Identify healthy care practices for themselves and their families, using the new skills learned in care giving

## Phlebotomy

The Phlebotomy certificate program is designed to prepare students for entry-level work in various healthcare settings. Students are required to have access to computer, internet, and browser. Medical Assistant - Phlebotomists are credentialed under RCW 18.360 and are defined as "a person...who performs capillary, venous, and arterial invasive procedures for blood withdrawal and other functions...under the supervision of a health care practitioner." MA – P credential holders may also perform CLIA-waived tests, moderate and high complexity tests with training, and electrocardiograms.

### Short-Term Proficiency Certificates

- Phlebotomy Certificate

**Type:** Certificates

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Function professionally in a legal and ethical manner as a Medical Assistant - Phlebotomist
- Use medical terminology correctly
- Effectively communicate with other healthcare team members, patients, and physicians

- Demonstrate proficiency with basic medical testing procedures
- Perform electrocardiograms accurately
- Follow laws and regulations regarding patient privacy and confidentiality
- Successfully perform capillary, venous, and arterial invasive procedures per protocols

## Sustainable Agriculture

Peninsula College's Sustainable Agriculture short-term program prepares students for jobs related to sustainable agriculture and small food production systems. Students will learn the principles of sustainable agriculture for small farms, animal, crop, and garden production. Industries that utilize these occupations include agriculture and food producing businesses. Students who successfully complete the certificate will be equipped with basic skills related to sustainable agriculture and small scale food production.

### Short-Term Proficiency Certificate

- Sustainable Agriculture Food Systems Certificate

**Type:** Certificates

### Student Learning Outcomes

Upon completion of this program, students will be able to:

- Plan for small scale food production
- Compare and contrast organic and non-organic food production
- Analyze food production resources cycles and the movement of food from seed to table
- Apply principles of sustainable agriculture for small farms, animal, crop, and garden production

## Washington Association for Community Health Apprenticeship Program

### Welding

This two-year competency-based program leads to an Associate of Applied Science (AAS) degree in Welding Technology and provides training for skills and related

technical knowledge necessary for advancement in the metals industry. Instruction includes classroom study as well as extensive practice in the welding lab. Peninsula College provides American Welding Society (AWS) certification testing for students in an approved facility on the campus.

## Degree & Certificate Options

- Welding AAS Degree
- Welding One-Year Certificate

## Short-Term Proficiency Certificates

- Aluminum Welding
- Arc Welding
- Beginning Welding
- Intermediate Welding
- TIG Welding
- Wire-Feed Welding

**Type:** Professional Technical Program

## Student Learning Outcomes

Upon completion of this program, students will be able to:

- Weld all types of joints
- Perform oxyacetylene cutting
- Perform shielded metal arc, gas metal arc, and gas tungsten arc welding
- Apply workplace safety guidelines
- Use and apply welding terminology
- Read basic blueprints
- Apply basic computational skills to practical applications
- Communicate in writing for a variety of purposes and audiences
- Work cooperatively and collaboratively with others
- Demonstrate competencies to succeed in the selected career pathway workplace

# Campus Contacts

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## Peninsula College

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Port Angeles, Washington 98362  
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Video Phone: (360) 406-4759  
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## PC Forks

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*Physical Address:*  
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Fax: (360) 374-9738  
Email: forks@pencol.edu

## PC Port Townsend

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202 Eisenhower Ave  
Port Townsend, Washington 98368  
Phone: (360) 385-4605  
Fax: (360) 385-4570  
Email: pt@pencol.edu

# Departments

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## Admissions/Advising

Phone: (360) 417-6340  
Toll-free: (877) 452-9277  
Email: studentervices@pencol.edu

## Arts & Sciences

Dianna Chiabotti  
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## Athletics/Student Programs

Rick Ross  
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Email: rross@pencol.edu

## Bookaneer Campus Store

Phone: (360) 417-6440  
bookaneer@pencol.edu  
Email: bookaneer.pencol.edu

## Business Services

Phone: (360) 417-6232  
Email: businessoffice@pencol.edu

## Campus Safety

Marty Martinez  
Phone: (360) 417-6559  
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*In an emergency dial 911*

## Cashiering Services

Phone: (360) 417-6340  
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## Center for Teaching and Learning

Dr. Bruce Hattendorf  
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## Child Care

Christina Heistand  
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## Distance Learning

Vicki Sievert  
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## Financial Aid

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## Foundation

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## International Programs

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## IT Director

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## Library/Media Center

Phone: (360) 417-6280  
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Email: pclibrary@pencol.edu

## Longhouse

Sadie Crowe  
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## Maintenance Facilities/Information Center

Phone: (360) 452-9277, Ext. 0  
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## Strategic Marketing and Community Engagement

Grace Kendall  
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## Public Information Office

Kari Desser  
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## President's Office

Kelly Griffith  
Phone: (360) 417-6201  
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## Registration

Phone: (360) 417-6340  
Toll-free: (877) 452-9277  
Email: admissions@pencol.edu

## Student Services

Phone: (360) 417-6340  
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Toll-free: (877) 452-9277, Ext. 6340  
Video Phone: (360) 406-4759

## Testing/Placement Services

Phone: (360) 417-6346  
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## Transitional Studies

Amie Batton  
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## Professional Technical Education

Mia Boster  
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## Veterans Services

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## Web Specialist

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## DSHS Partnership Programs

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