College Catalog

PENINSULA COLLEGE

2025–2026

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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:

Hanan Zawideh, Vice President of Human Resources, Diversity, Equity, & Inclusion
1502 E. Lauridsen Boulevard
Port Angeles, WA 98362
(360) 417-6212

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

Hanan Zawideh, Vicepresidenta, de Recursos Humanos, Diversidad, Equidad, & Inclusión
1502 E. Lauridsen Boulevard
Port Angeles, WA 98362
(360) 452-6212

To receive the following information in an alternative format, contact Access Services at: ssd@pencol.edu, or (360) 417-6373.

Our Mission, Core Themes, and Guiding Principles

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

Statement of Mission

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

Core Themes

- Advancing Student Success - Support students in achieving their educational goals
- Achieving Academic Excellence - Provide engaging, high quality academic and professional-technical programs
- Fostering Equity and Inclusion - Eliminate systemic disparities in educational outcomes
- Strengthening Communities - Strengthens the economic and cultural vitality of its service region and beyond

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

Dr. Claire Roney, Chair

Celeste Schoenthaler, Vice Chair

Glenn Ellis, Jr., Member

Carrie Heaton, Member

pencol.edu/aboutpc/board-trustees

About Peninsula College

At Peninsula College, our unique environment encourages you to explore new possibilities. We're 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 extracurricular opportunities: champion athletic teams, student clubs and activities, and an array of cultural and fine arts events throughout the year.

The Olympic Peninsula provides an extraordinary setting for Peninsula College. The surrounding mountains, forests, and the ocean provide you with opportunities to participate in outdoor learning and recreational experiences that are unequalled at other college locations in Washington.

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, Portland, 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.

Areas of Study

Peninsula College groups its programs into seven Areas of Study to help you decide on an academic and career path that best matches your interests. Our Areas of Study are:

- Arts & Communications
- Business & Management
- Healthcare
- Information Technology
- Math & Science
- Skilled Trades
- Social Sciences & Education.

Programs under these Areas of Study each have a clear program map of required courses to help you plan your educational journey, whether you're working toward a career immediately after graduation or transferring to a university to continue your education. Advisors will work closely with you to identify your path, keep you on it, and help you graduate.

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.

You might find a class meeting in the middle of the college plaza on a bright sunny day, or see our incredible PC Jazz Ensemble performing in front of the Pirate Union Building (PUB). It's not unusual to find small groups of students and their instructors taking a field trip 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.

You can even spend one or more quarters studying in another country if you choose or take language and cultural classes from visiting professors from other countries. At Peninsula College, we have developed a unique educational experience carefully designed for the success of each student.

Our Setting

The Olympic Peninsula provides an extraordinary setting for Peninsula College. The surrounding mountains, forests, and the ocean provide you with opportunities to participate in outdoor learning and recreational experiences that are unequalled at other college locations in Washington.

The services and activities of Port Angeles, the largest city on the North Olympic Peninsula of Washington State, 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, Portland, 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.

Locations

Port Angeles

Peninsula College's main campus is located in the city of Port Angeles on 75 acres in the foothills of the Olympic Mountains. Twenty-five buildings provide facilities for students who attend PC from all over the United States and the world.

PC Forks

Our West End location is located in the heart of the Olympic Peninsula in central Forks, Washington. The site offers academic, professional, and technical, Basic Education for Adults (Transitional Studies) and ESL (English as a Second Language) courses, as well as a full range of student support services. A learning center is staffed to provide academic or technical support to students enrolled in online or face-to-face classes.

PC Port Townsend

Peninsula College at Port Townsend is located in the beautiful park setting of historic Fort Worden. Our award-winning small campus and caring staff can help students work toward their academic goals.

Onsite classes, as well as online and Zoom courses, make it possible for East Jefferson County residents to fulfill the requirements for a Peninsula College two-year degree, one-year certificate, or short-term certificate.

Our History

Peninsula College was founded in 1961 because a group of local citizens wanted to be able to continue their education 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 PC site 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 Performance Hall; Allied Health and Early Childhood Education Building; Arts and Humanities Building; a Science and Technology Building and ʔaʔk̓ʷustəɳáwt̓xʷ House of Learning Peninsula College Longhouse; Library/Media Center; computer labs; a lecture hall; and a student union building, known as the Pirate Union Building, or PUB. The PUB houses a theater, art gallery, Market and Deli, Bookaneer bookstore, lounge area, performance areas, Esports alcove, and student government offices.

Maier Hall is the largest building on campus, with 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 their talents. Rounding out the facility are classrooms, a Transitional Studies Center, faculty offices, and a learning lab area that includes computer and math 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.

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

In 2007, leaders from the six Tribes and the College opened ʔaʔk̓ ʷustəɳáwt̓ xʷ House of Learning, Peninsula College 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, youth, 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 Klallam Tribe. The college celebrated the tenth anniversary of ʔaʔk̓ ʷustəɳáwt̓ xʷ House of Learning, Peninsula College Longhouse in 2017 with a retrospective art exhibit and a celebration honoring the Tribes and those instrumental in its construction.

The 26,680 square-foot library is a centrally located campus 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.

In 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 is the College's newest building and houses the instructional programs of Nursing, Medical Assisting, Medical Office Assisting, Phlebotomy, Nursing Assistant, and Early Childhood Education. 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 Childcare Center is also housed in the building as part of the Early Childhood Education program and includes four classrooms, a full kitchen and outdoor playgrounds. The Center is designed to serve up to 28 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 19 different countries. And like you, they come for a variety of educational purposes. Some students 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 complete high school, to take ELA (English Language Acquisition) 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 pottery. In fact, once our students venture into unfamiliar areas, they often discover their own passion for learning.

Pirate Athletics

The Peninsula College Athletic Program, winners of 15 Northwest Athletic Conference (NWAC) championships and 43 league championships over the last thirteen years, features men’s and women’s soccer and men’s and women’s basketball. 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, 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.

Opportunities in the Arts and Sciences

If you're pursuing a transfer degree, you'll find many exciting opportunities to explore a full range of academic and artistic pursuits. Each year student talents are celebrated through a week-long Student Arts Week, which showcases student work in theater, art, music, and more. Included in the events are concerts by the PC Instrumental Jazz and Vocal Ensembles, poetry and prose readings, a special student art show in the PUB Art Gallery, and a Welding art show.

Students interested in journalism work on a prize-winning online student newspaper, The Buccaneer. They also regularly attend conferences to learn more about the art of journalism, traveling to New York to tour and meet journalists at prestigious institutions such as The New York Times and The Wall Street Journal.

Students and community members can contribute original writing, photographs, music, and works of art to Peninsula College’s award-winning online and print literary arts magazine, Tidepools. 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.

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

If you're looking for a one-of-a-kind experience designed for highly motivated students who seek to be engaged in an intensive learning process, our Honors Program is for you. You'll make connections among ideas while developing critical thinking skills as you pursue an Associate in Arts or Associate in Science degree. You'll apply your mastery of knowledge to the design and completion of a comprehensive capstone project. You may work with a faculty mentor on a project the faculty member is conducting, or develop a project that is uniquely your own.

Commitment to Diversity

As 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.

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:

Hanan Zawideh, Vice President of Human Resources, Diversity, Equity, Inclusion
1502 E. Lauridsen Boulevard
Port Angeles, WA 98362
(360) 417-6212

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

Hanan Zawideh, Vicepresidente de Recursos Humanos, Diversidad, Equidad, Inclusión
1502 E. Lauridsen Boulevard
Port Angeles, WA 98362
(360) 417-6212

To receive the following information in an alternative format, contact Access Services at: ssd@pencol.edu, or (360) 417-6373.

Accreditation

Peninsula College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation to award the associate and baccalaureate degree was last affirmed in 2018.

The post-secondary accreditation process involves a comprehensive self-study and an on-site evaluation by a team appointed by the NWCCU. The evaluation team is comprised of practitioners at peer institutions outside the state of Washington. The evaluation team produces a written report and summary of commendations and recommendations.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it 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. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course of program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution

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 N.E., Suite 200
Redmond, WA 98052
(425) 558-4224
nwccu.org

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 approximately 1:16.

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. In addition, annual studies show that most students who have completed Peninsula College's professional technical education programs are now working in their chosen career fields.

Degree Programs

We offer degrees in Arts and Sciences Transfer, Professional Technical Education, and Bachelors of Applied Science.

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:

- Associate in Arts, Direct Transfer Agreement (AA-DTA)
- Associate in Business, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in Computer Science, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in Nursing, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in Science, Transfer Track 1 (AS-T)

In addition students may receive an Honors degree in the Associate in Arts, Direct Transfer Agreement (AA-DTA) or Associate in Science, Transfer Track 1 (AS-T).

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 (AAS), the Associate in Applied Science–Transfer (AAS-T), and Associate in Nursing, Direct Transfer Agreement/Major Related Program (DTA/MRP) degrees are awarded to students

completing an instructional program designed to prepare them for entry into a specific occupation. Professional 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
- Automotive Technology
- Business Administration
- Construction Technology
- Criminal Justice
- Cybersecurity & Computer Forensics
- Early Childhood Education
- Emergency Medical Technician
- Entrepreneurship
- Family Life Education
- Emergency Management
- Hospitality and Ecotourism
- Information Technology - Systems Administration
- Medical Assisting
- Medical Office Assisting
- Multimedia Communications
- Natural Resources
- Nursing
- Nursing Assistant
- Paralegal
- Phlebotomy
- Welding

Bachelor of Applied Science Degrees

Peninsula College currently offers two Bachelor of Applied Science (BAS) degrees, one in Management and one in Behavioral Health. Both degrees build on existing two-year degrees, adding upper division coursework, resulting in practical, application oriented, four-year degrees.

The BAS in Management degree prepare its graduates for management positions and career advancement in a wide range of fields found on the Olympic Peninsula and elsewhere and can be completed 100% online. The program offers specializations in Entrepreneurship and Marketing, Human Resources Management, Information Technology Management, and Tribal Management.

BAS in Behavioral Health graduates can pursue a career as a case manager, care coordinator, probation officer, or correctional treatment specialist.

Our BAS degrees also prepare you to continue your education in a master's programs. Graduates of the Management program might consider graduate level work in programs such as the University of Washington, Washington State, or other university Master of Business Administration (MBA) programs. Behavioral Health graduates may go on to a master's program such as Addiction Counseling or Public Administration.

Certificates

One-year-or-less certificate programs are offered in Addiction Studies, Administrative Office Systems, Automotive Technology, Business Administration, Commercial Driver's License, Construction Technology, Criminal Justice, Early Childhood Education, Entrepreneurship, Hospitality & Event Planning, Medical Assisting, Medical Office Assisting, Multimedia Communications, Natural Resources, Nursing Assisting, Phlebotomy, and Welding.

eLearning

eLearning 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 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.

For additional information and current course offerings visit pencol.edu.

Transitional Studies (Basic Education for Adults)

Transitional Studies Program Descriptions

We provide instruction for adults who wish to improve reading, writing, math, computer and English language skills. We also help prepare students wishing to earn their GED® or high school diploma.

Peninsula College's High School+ (HS+)

Peninsula College's High School+ (HS+) program helps you earn your high school diploma at your own pace. You can attend class in person, from home, or work independently online. Most important, you just work on the credits you need!

You can earn credits by completing assignments and/or sharing your life and work experience. With your high school diploma, you can go straight onto college or into the workforce.

Program Features

- Recognizes competency acquired through life experience as well as class time.
- Students must be 18 or over to receive their diploma. You may begin working toward your diploma before turning 18.
- Credits earned in high school count toward current graduation requirements.
- Depending on how many credits were earned in high school, students can receive their degree in as little as 10 weeks.
- The Peninsula College high school diploma is equivalent to one offered by any high school.
- Earn credits through life experience or assignments in class.
- Flexible schedule: morning, afternoon, and evening classes are available.
- More than one way to learn: come to class in person, attend class from home, or work independently.
- Earn just the credits you need at the pace that's right for you.

Prior Learning Credit

Unlike the GED®, HS+ allows you to demonstrate skills you already have. The Prior Learning Credit feature allows you to document any knowledge and experience you have and earn credits. Examples include:

- Certificates such as forklift, flagger and food handlers
- Licenses including commercial driver's license (CDL)
- Trainings like Cardiopulmonary Resuscitation (CPR) or Occupational Safety and Health Administration (OSHA)
- Work Hours

GED® Prep Classes

Ready to take the GED® test? Need to prepare first? Either way, we can help. Get your GED® certificate which is equivalent to a high school diploma in Washington state.

Program Information

Our classes will prepare you for the GED® Tests: Language Arts, Social Studies, Science, and Math. Worried about math? We have tutors available to help! You can join a class, work with a tutor, or work on your own from home.

Eligibility

16 years or older. (Students 16-19 years must have a formal release from their high school.)

English as a Second Language (ESL)

Our English as a Second Language (ESL) program is for immigrants and refugees at the beginner, intermediate, and advanced levels. Our program will improve your listening, speaking, reading, and writing skills.

Additionally, we can help you find and apply for jobs, go to college to prepare for a career, help your children with homework, and talk to their teachers. You will be more confident speaking to people in your community. Peninsula College's ESL program serves Clallam and Jefferson counties.

Do you need to learn English to:

- Help your children with school?
- Get a better job?
- Get a certificate or degree in healthcare, construction, business or other careers?
- Support Services
- Borrow a laptop while in our program
- For Sequim ESL classes, receive free childcare during class
- Get help from our free tutoring services
- Receive a free bus pass
- Access a food pantry

Eligibility

Must be 18 or older.

Special eligibility may apply for underage students and international students. Please call if you have any questions.

Brush Up class

Our Brush Up class will prepare you for college-level writing and math.

- Have you been out of school for a while?
- Are you nervous about technology?
- Would you like to brush up on your skills and feel ready for college?

Eligibility

Must be 18 or older.

All Transitional Studies Programs Cost

Tuition is $25 per quarter. Financial aid is available.

For more information, please call 360-417-6380 or toll free 1-877-452-9277, ext. 6380 or email **TShelp@pencol.edu**

Complete Your High School Education

We offer 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'll earn a valid diploma which meets State of Washington requirements.

An individual 21 years or older who completes an associate degree 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.

A student enrolled through Running Start who completes an associate degree 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.

We also offer the High School+ (HS+) program which is designed for adult learners, 18 years of age and older, who are interested in acquiring their high school diploma. HS+ classes prepare students for college and career pathways while fulfilling the high school diploma requirements of Washington State.

Credits earned in HS+ 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 16 years and older. For more information, contact the Transitional Studies 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, you must be a high school junior or senior, under the age of 21, and qualify at college-level in English or math through an approved placement method.

If you qualify you 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 you wish to transfer.

Running Start students will be responsible for the cost of books, supplies, transportation, and fees. Tuition is covered up to 21 credits per quarter as long as the combined course load between the college and high school stays below 1.4 FTE (full-time equivalency). Students with combined high school and college schedules that exceed 1.4 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 Rstart@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 the High School Programs Office at (360) 417-6341.

Upward Bound

Upward Bound is a federally-funded TRIO 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 and graduate from college. Students may receive a stipend for participation.

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 that includes:
  - 4-5 weeks of academic courses with the potential to earn college and/or high school credit
  - Tours of colleges
- Career development experiences
- Culturally appropriate learning and activities
- 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 grant. For information, contact: Upward Bound Office at (360) 417-7971 or toll free at 1 (877) 452-9277, ext. 7971. Or email Upward Bound at UB@pencol.edu.

Admission to the College

Requirements to Attend

In accordance with Peninsula College Board Policy 401, all students seeking to enroll in classes must make application to the College. Peninsula College operates under an open door admissions policy and shall accept for admission any applicant who:

- Is competent to profit from the curricular offering of the College; and
- Would not, by presence or conduct, create a disruptive atmosphere within the College inconsistent with the purposes of the institution; and
- Is eighteen years of age or older, or who:
  - is a high school graduate or equivalent, or
  - 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 program.

(Additional restricted admissions criteria shall apply to persons under the age of 18 and will apply through the Underage Enrollment Procedure.)

PLACEMENT INTO ENGLISH AND MATH

All incoming degree- and certificate-seeking students are evaluated for English and math placement before registering in courses including for:

- students who completed college-level work at a regionally accredited college or university, including transferrable college-level English and math with a GPA of at least 2.0, or
- students who have an approved placement reciprocity agreement through another Washington State Community or Technical College, or
- students who are pursuing short-term certificates that do not require mathematics or English prerequisites.

Placement in English and math courses may be completed in a variety of ways. You may hear these placement methods called "multiple measures", which refers to a range of means by which students can be placed in math or English courses. You can find a list of the multiple measures options at the Assessment and Placement Center or on the College website.

READMISSION TO THE COLLEGE

If you have been away from Peninsula College, not enrolling in classes for 4 quarters (including Summer), you will need to reapply. Reapplying includes:

- Completing the readmit application online, stating the quarter you wish to return
- Submit any transcripts or test scores for any classes you have taken at another institution while away
- Consider applying for financial aid using the FAFSA at the same time so any eligible funding is awarded

Please Note: If you are completing a degree, you will be required to complete the requirements in effect at the time of your readmission.

SPECIAL PROGRAM ADMISSION (BACHELORS, COMMERCIAL DRIVING LICENSE, NURSING, MEDICAL ASSISTING PROGRAMS)

These programs require specific deadlines, steps, and requirements to be admitted. Review the program admission requirements online at

- Bachelors programs
- Commercial Driver's License
- Nursing program
- Medical Assisting
- Medical Office Assisting
- Phlebotomy
- Nursing Assistant Certified

The College reserves the right to deny entrance to specific programs if students do not meet any specific program requirements.

Admission to Peninsula College does not guarantee someone can enroll in all courses or be admitted to all professional technical education programs.

The College may revoke or deny admission to an applicant after reviewing circumstances and determining that the applicant's presence would be disruptive to the educational process per RCW 28B.50.090(3)(b). Each situation will be evaluated on a case-by-case basis including information provided by law enforcement agencies.

Non-Degree Enrollments

Peninsula College welcomes non-degree-seeking students; any person wishing to enroll at Peninsula College must submit an application. Applications may be submitted as described in this catalog.

Peninsula College may enroll a student who:

- Is academically prepared to succeed in college-level work.
- Would not, by presence or conduct, create a disruptive atmosphere within the College inconsistent with the purposes of the institution.
- Is 18 years of age or older, OR who:
    - is aged 16 years or older and meets the provisions of Title II of the Workforce Innovation and Opportunity Act. Individuals admitted in these classes will be allowed to continue as long as they demonstrate, through academic progress, an ability to benefit; or
    - is enrolled in a Peninsula College-sponsored youth program; or
    - is enrolled in a basic education or noncredit class with approval from the appropriate dean; or
    - has completed the College's underage enrollment process with appropriate administrator approvals.

We may accept students who are under age 18 who are approved on exception by the admissions area. Those who do not have a high school diploma or equivalent will be enrolled only as non-degree and non-certificate-seeking students. Enrolling as an underage student does not constitute full admission to the College or any program of study and does not assure registration in future quarters. Also, it is not the College's intent to replace or duplicate the functions of the local public schools.

The authority to make underage enrollment exceptions resides with the Vice President for Student Services or designee(s). Students must supply all required documentation for approval to be considered. Contact the Student Services Office at (360) 417-6340 for more information.

Admission and Registration Procedures

Admission Procedures
Procedures for admission are published on our website at https://pencol.edu/admissions

Questions can be directed to Pirate Central, our student services hub for many of your services (360) 417-6340.

Applicants receive a Welcome email which includes next steps: Student portal log-in information, Math and English Placement directions, Financial Aid Application, New Student Orientation, and meeting with an Academic Advisor. Once these steps are completed, new students may register for classes.

In order to receive transfer credit for academic work at prior colleges and universities, applicants are asked to contact their prior schools and request to have official transcripts sent to Peninsula College. It is your responsibility to contact other schools and request that transcripts and testing scores be forwarded in a timely manner. All transcripts become the property of the college.

For more information, email Pirate Central at SServices@pencol.edu or call (360) 417-6340. Procedures for admission are published on our Getting Started webpage. Pirate Central, our student services hub for many of your services, can be reached at (360) 417-6340 for questions.

Registration Procedures
Check the College website for the searchable quarterly schedule of courses and details on the process to register in classes each quarter.

Continuing degree or certificate-seeking students may view their registration appointment times for the next quarter through the online student portal. Before registration begins, students make academic advising appointments with their assigned advisor each quarter. Academic advising is designed to help students achieve their training and education goals as quickly and efficiently as possible. Peninsula College offers registration for two quarters at a time; Summer/Fall and Winter/Spring.

Veteran students and continuing degree- and certificate-seeking students receive priority registration appointments based on their earned credits. This allows those most in need of specific courses for

graduation to have the best opportunity to add required classes. You may register in the time period assigned to you or any time thereafter up to the last date of registration for a given quarter. Students are encouraged to register as early as possible, as there may be limited seats in high-demand classes.

Students may register for classes up until the day prior to the first day of the quarter. Note that you are not guaranteed enrollment in any specific course or program, so the earlier you register for your classes, the better your odds of adding the courses you need.

You must be officially enrolled the day before the quarter begins to attend your classes.

Under the Washington Administration Code (WAC 131-12-010) and the policies of the State Board for Community and Technical Colleges, the College reserves 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, Scholarships, and Loans

Peninsula College participates in a variety of federal and state grants, 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.

There are four main ways to apply for financial assistance:

- Free Application for Federal Student Aid (FAFSA)
- Washington Application for State Financial Aid (WASFA) (for Washington residents who cannot file the FAFSA)
- Scholarships through the College and other institutions
- Emergency grant funds for qualifying students

All degree- and certificate-seeking students should file either the FAFSA, or if not eligible to file the FAFSA, the WASFA. Even if you believe you are not eligible for need-based funds, having filed the FAFSA (or WASFA) may make you eligible for certain emergency funds. Also, if you apply for aid, your financial situation and eligibility can be quickly re-evaluated if you experience significant changes in income.

Eligibility for the following aid programs will be evaluated when you complete the financial aid application process:

1. Federal Pell Grant
2. Federal SEOG (Supplemental Educational Opportunity Grant)
3. Washington College Grant (formerly Washington State Need Grant)
4. Opportunity Grant
5. WA College Bound Scholarship
6. WA Passport to Careers for Foster and Homeless Youth Program
7. Peninsula College Grant
8. Need-Based Tuition-Waiver
9. Work-Study
10. Federal Subsidized Direct Loan
11. Federal Unsubsidized Direct Loan
12. PLUS (Parent Loan for Undergraduate Students)

The College seeks to provide students with as much grant money as possible, since grants do not have to be repaid. No student is ever required to take out loans, which must be repaid. For more information on financial aid funding, contact financialaid@pencol.edu.

- Ethical commitment: 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 ethical commitment 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

To be eligible for financial aid, you must meet the following requirements:

1. Have a high school diploma or GED® certificate, be enrolled in an eligible pathway program, or meet Ability-To-Benefit guidelines
2. Be admitted to the College
3. Plan to complete a college degree or certificate at the College and enroll in required classes for that degree or certificate (note that not all certificates are eligible for financial aid funding)
4. Be enrolled in at least six credits to be eligible for Direct Loan Program, Peninsula College Grant, Tuition Waiver, or Work-Study funds
5. Demonstrate financial need for most types of financial aid, but not all
6. Make satisfactory academic progress and meet minimum Pace of Progression requirements
7. Not be in default on a student loan received at any college attended (affects only federal financial aid)
8. Not owe a repayment of grant funds at any college attended (affects only federal financial aid)
9. For federal aid, be a U.S. citizen, a permanent resident of the United States, or other eligible person (persons who do not meet these criteria but who are Washington residents should file the WASFA for state aid rather than the FAFSA)
10. Submit your FAFSA or WASFA and turn in any required documents in a timely fashion by the College's published dates or as requested by the Financial Aid Office

For a comprehensive list of FAFSA eligibility requirements, go to studentaid.gov/understand-aid/eligibility.

If you are a Washington resident who is not eligible to file the FAFSA, you may be able to file the WASFA to be considered for Washington state financial aid. Go to wsac.wa.gov/wasfa for more information.

Scholarships

Information about scholarship opportunities is posted in the Financial Aid Office and at pencol.edu. There are many other websites with scholarship information, though some of those sites are less precise than others. One of the free sites recommended by financial aid administrators in Washington is theWashBoard.org.

Opportunity Grant

The Opportunity Grant 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.

Worker Retraining

If you've faced significant changes in your employment situation over the past 48 months—such as becoming a displaced homemaker, separating from the military, or experiencing unemployment—you might be eligible for Worker Retraining funding. Applications for the Worker Retraining program can be accessed on the College's website at Worker Retraining | Peninsula College or by calling (360) 417-6357.

Basic Food Employment and Training (BFET)

The BFET Program offers support with tuition, books, and various services to students who are recipients of Basic Food (SNAP) through the Department of Social and Health Services (DSHS). BFET assists students working toward degrees or certificates in professional technical fields, targeted associate degrees, high school completion programs, and English Language Acquisition (ELA) classes. For further details, reach out to the BFET Program Navigator at (360) 417-6505. BFET applications can be found on the College's website: Basic Food Employment and Training Program (BFET) | Peninsula College

WorkFirst

The WorkFirst program supports students who are current recipients of Temporary Assistance for Needy Families (TANF) through the Department of Social and Health Services (DSHS). This referral-based program supports TANF recipients enrolled in classes aimed at enhancing their job skills and boosting their earning potential. For details on eligibility and additional information, contact the WorkFirst department at (360) 417-6351. Learn more about the program on the College's website: WorkFirst | Peninsula College

Tuition and Fees

Current tuition and fee information is published on the College website at pencol.edu and is available at the Student Services Office, (360) 417-6340, on the Port Angeles campus, and at the College's Forks and Port Townsend campuses.

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. #A7
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 schools, previous colleges, or language schools)
- Proof of finances (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/programs/international-student-programs.

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 IELS 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 IELS 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)

Academic Policies & Procedures

Enrollment Requirements

You must be officially enrolled by the first day of the course except for open enrollment programs such as Transitional Studies.

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 by the first day of each quarter. Changes to your courses (adding or dropping) should therefore be made before the start of the quarter. Course changes can be made on the College website through the student portal in ctcLink or by filling out the student add/drop form. The forms are available online or through the Student Services Office.

Withdrawal from Courses
You may withdraw from courses by the end of the eighth week of the fall, winter, or spring quarter, or sixth week of a summer term. For regularly scheduled classes that run a full quarter, if a class is dropped during the first two weeks, no grade will appear on your transcript. Confirm all deadlines on the Academic Calendar at https://pencol.edu/admissions/academic-calendar

If you drop a course after the first two weeks of a quarter, but by the end of the eighth week, a grade of W, which does not affect your grade point average, will be entered on your transcript. Individuals who drop classes after the first two weeks must contact Pirate Central at SServices@pencol.edu or calling (360) 417-6340 to officially withdraw and receive a W grade.

If you need to withdraw from a class after the eighth-week deadline of a quarter due to circumstances beyond your control, you may request an administrative withdrawal using the online form on the https://pencol.edu/admissions/forms-rack.

Only informing the instructor that you are dropping the class is not considered an official withdrawal; an add/drop form or administrative withdraw form is required from the student.

If you receive any form of financial assistance for attending college, talk to the office or agency that is handling the funding before you drop any classes. Doing so will help you avoid situations where you might have to repay funds you received, since dropping classes might change your eligibility.

Refund of Tuition and Course Fees
A full refund of tuition and course fees will be made to a student who:

- Withdraws from a credit course prior to the sixth instructional day of the quarter for which registration and course fees were applied
- Withdraws prior to the class session of self-support courses
- Is enrolled in any class canceled by the College

Fifty percent of tuition only (not fees) will be refunded 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: The refund policy may differ for condensed quarters, Summer quarters, and early or late starting classes. Contact the Student Services Office at SServices@pencol.edu or (360) 417-6340 for more information.

Nonattendance
Student attendance and participation is crucial to academic success.

At the beginning of a quarter, to accommodate students waiting for space 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 log in for at least 50% of online class activity during the first week of the quarter may be administratively withdrawn from the course by the instructor notifying the Student Services Office. However, students should not count on instructors dropping them for nonattendance: students who are not attending are responsible for dropping themselves.

Students who plan to remain enrolled but have attendance difficulties during the first week of the quarter should contact their instructors immediately to avoid being dropped for nonattendance.

At the end of a quarter, the instructor has the option to assign a V grade to a student who stopped attending or failed to attend class. 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 earned. Again, students must not assume the instructor will assign a V grade. Students are responsible for dropping themselves.

Grading
The following grades were implemented winter quarter 2012 and revised fall quarter 2018. The college uses both numerical and certain letter grades.

Numerical
Instructors are to report decimal grades from 1.0 to 4.0 in 0.1 increments. The following is a recommended decimal grade/letter grade conversion chart:

A	3.9 to 4.0
A-	3.5 to 3.8
B+	3.2 to 3.4
B	2.9 to 3.1
B-	2.5 to 2.8
C+	2.2 to 2.4
C	1.9 to 2.1
C-	1.8 to 1.5
D+	1.2 to 1.4
D	1.0 to 1.1
F	0.0

A grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of credit hours that were attempted for a decimal grade. At the end of each quarter, students can confidentially access their grades and credits earned online and can order transcripts through National Student Clearinghouse.

Letter
The following symbols may be used to designate a grade for coursework, but are not assigned grade points and do not affect the GPA:

P Passing (2.00 of higher GPA)
S Satisfactory (1.00-1.99 GPA)
W Withdrawal
I Incomplete
N Audit
U Unsatisfactory
V Discontinued attendance
R Repeated course
Z Continuous enrollment
* No grade reported/invalid grade

Incomplete Grades
The grade of I, designating incomplete, must be initiated by the student. The I grade is at the instructor's discretion and requires the agreement of the instructor that you have completed a sufficient amount and quality of work to complete the course without significant further instruction, and that you 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. Copies of the contract are retained by the instructor and the student. The contract goes to Pirate Central at the time grades are recorded at the end of a term.

If the requirements are completed in the allowed time for completion (which is a maximum of one year), the instructor will assign the student the grade earned in the class. If the work requirements are not completed in the allowed time for completion, the grade to be assigned if the contract is not completed will be put on your transcript by Pirate Central.

An individual receiving veteran's benefits or federal or state financial aid who fails to make up an I grade within a designated time may risk partial loss or termination of benefits or funding. All students who are receiving funding of any sort should consult with their funding source before taking an I grade, since doing so may affect funding eligibility.

Passing and 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 Pass (P), Satisfactory (S), or Unsatisfactory (U) grade for specific course work, you should request this from your instructor at the beginning of the quarter. Remember that U grades do not earn credit.

The P grade is defined as 2.0 quality work or better, while an S grade is defined as 1.0 quality work, or equivalent to the decimal range of 1.0 - 1.9.

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

Repeated Courses
A course may be repeated two times for a total of three enrollments. The lower grade(s) will remain on the transcript. However, only the highest grade earned in the repeated course will be used in computing grade point averages. Credit is granted only once for a repeated course.

Pirate Central will detect repeated courses and code your transcript accordingly. A letter "R" will appear after a course that has been repeated. If you repeated a course but it was not coded as a repeat on your transcript, contact Pirate Central at SServices@pencol.edu or call (360) 417-6340.

A “repeatable course” is designed to allow students to enroll in the course multiple times for credit, up to a designated credit limit or number of repetitions. The course description for such a course indicates that the course is repeatable for credit. Within stated limits, credits and grades for these repeatable courses will count toward graduation requirements and GPA.

Grade Forgiveness Petition
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, if such a request is approved, all grades will still remain on the transcript and academic credit will be removed. The form and process for this request may be obtained through Pirate Central by calling (360) 417-6340, emailing SServices@pencol.edu or obtaining the form on the College website at https://pencol.edu/admissions/forms-rack.

If you plan to transfer to a baccalaureate university or to another two-year college, the destination school may or may not honor Peninsula College's grade forgiveness. Check with the destination school for its policy.

Academic Honors

Quarterly and Graduation Honors

President's List, Honor Roll

Eligibility for quarterly honors is as follows:

- Enroll in and complete at least 12 credits in a quarter in courses numbered 100 or above for which decimal grade points are assigned
- Receive no Incomplete grades
- President's List: quarterly grade point average (GPA) no less than 3.9
- Honor Roll: quarterly GPA of 3.6 - 3.84

President’s Medal for Scholarly Excellence at graduation:

- Complete a degree with at least 45 college-level credits at Peninsula College
- College-level cumulative GPA of 3.85 or higher

Academic Progress

The purpose of Academic Progress is to identify and alert students with low academic achievement and to help them improve their academic performance.

- You must earn a grade point average (GPA) of 2.0 or above to be in good academic standing. Otherwise, the college will place you progressively on alert, probation, or suspension.
- **Alert**: A student whose cumulative GPA falls below 2.0 will be placed on academic alert.
- **Probation**: A student on academic alert who fails to earn a cumulative GPA of at least 2.0 at the end of the subsequent quarter of enrollment will be placed on academic probation. If you are in this situation you must meet regularly with your advisor until your cumulative GPA is 2.0 or better. If during this time your quarterly GPA continues to be below 2.0, you will be subject to academic suspension.
- **Level I suspension**: 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. Students may appeal for immediate reinstatement, though appeal is not guaranteed.
- **Level II suspension**: If the student fails to meet the terms of reinstatement from Level I suspension, then the student is suspended from enrollment at the college for 12 months and may not appeal.

Certain vocational program students, international students, veterans, and students receiving financial aid may have different and/or additional academic standard requirements and appeal processes.

Audit
Auditors are expected to attend and participate in classes regularly, but examinations are not required and are at the instructor's discretion. Auditors are required to meet course prerequisites or otherwise have instructor permission. You will not receive a grade or earn credit for an audited class.

Non-Senior Auditors
Non-senior auditors pay the same tuition as if they were taking the class for credit.

Senior Auditors
After the 2nd day of instruction an individual who is a Washington state resident, and is at least 60 years of age by the first day of instruction of the quarter, may enroll as an auditor in certain courses on a space-available basis. Students enrolling under this waiver shall register for no more than two courses per quarter with the waiver. For approved senior audits, no tuition will be charged, although some fees will be assessed. Written approval of the instructor is required. (See RCW 28B.15.540 and WAC 131-28-080.)

Senior auditors may sit in from the start of the class with the instructor's permission, since they have to wait to add the class pending confirmation of available space. Senior auditors should contact Pirate Central before the first class meeting at SServices@pencol.edu or call (360) 417-6340 to learn more about the process.

Nonattendance
Student attendance and participation is crucial to academic success.

At the beginning of a quarter, to accommodate students waiting for space 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 log in for at least 50% of online class activity during the first week of the quarter may be administratively withdrawn from the course by the instructor notifying the Student Services Office. However, students should not count on instructors dropping them for nonattendance: students who are not attending are responsible for dropping themselves.

Students who plan to remain enrolled but have attendance difficulties during the first week of the quarter should contact their instructors immediately to avoid being dropped for nonattendance.

At the end of a quarter, an instructor may, at the instructor's option, assign a V grade to a student who stopped attending or failed to attend class. 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 earned. Again, students must not assume the instructor will assign a V grade. Students are responsible for dropping themselves.

Passing and 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 Pass (P), Satisfactory (S), or Unsatisfactory (U) grade for specific course work, you should request this from your instructor at the beginning of the quarter. Remember that U grades do not earn credit.

The P grade is defined as 2.0 quality work or better, while an S grade is defined as 1.0 quality work, or equivalent to the decimal range of 1.0 - 1.9.

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

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.

Transferring to and from Peninsula College

Transferring to Peninsula College

Peninsula College reserves the right to determine which classes are acceptable for transfer. Authority for acceptance of credits is the responsibility of Enrollment Services. An official transcript from the granting institution is required to be evaluated and transferred.

Guidelines for Transfer Credit:

- The program of study the student plans to study
- The grade point average for your combined courses transferred from each school must be "C" (2.0) or higher. This means that for every grade of "D" (1.0) accepted from an institution, there must be another grade of at least "B" (3.0) or its equivalent for an equal number of credits from that school.
- No grade below "D" (1.0) will be accepted from any institution.
- Below college level courses are not transferrable, but may be used for placement.
- An official transcript from the granting institution is required to be evaluated and transferred.
- The length of time since the classes were taken (for example, Intro to Computer Science taken in 1990 would not transfer into the AAS in Computer Science)
- Peninsula College does not grant credit for religion or theology courses that are sectarian in nature.

To have credits transferred, send your previous colleges' official transcripts to Peninsula College either by mail, electronic means or delivered to Enrollment Services in a sealed envelope directly from the other college. The Enrollment Specialist will then review and complete an official evaluation that will determine what credit may be granted toward graduation requirements.

Advanced Placement (AP)

The college follows statewide guidelines in awarding credit for AP exams. AP exams without comparable PC course offerings will be eligible for elective credit. Students who apply for AP credit must request that official AP scores be sent directly from the College Board to the PC Enrollment Services Office. AP credit is considered transferred-in credit and credit is posted on the student's academic transcript at the time of acceptance. Acceptable scores and course equivalencies are available in Enrollment Services.

International Baccalaureate (IB)

The college follows statewide guidelines in awarding credit for IB exams. Students who apply for IB credit must request that official IB scores be sent directly from International Baccalaureate to Peninsula College Enrollment Services office. IB credit is considered transferred-in credit and a notation is posted on the student's academic transcript at the time of acceptance. Acceptable scores and course equivalencies are available in Enrollment Services.

Career and Technical Education (CTE)

Dual Credit Students who complete approved high school CTE Dual Credit courses with a grade of "C" or better will receive academic credit. All CTE Dual Credit courses accepted for credit will be transcribed with the grade earned in the student's high school course. Courses are only transcribed within the academic year the student completes the course work. Note: PC credit is awarded for CTE Dual Credit courses based on agreements between the college and local high schools to assist students in earning PC degrees and certificates. Award of the credit at PC does not guarantee or imply that other institutions will accept it as transfer credit.

Reciprocity Policy

In accordance with the Washington 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.

CLEP

PC awards credits for College Level Examination Program (CLEP) exams that meet the subject and score criteria agreed upon by the college departments that oversee each appropriate discipline. Acceptable scores and course equivalencies are published on WCC's website. Students who apply for CLEP credit must request that official CLEP scores be sent directly from the College Board to the PC Enrollment Services Office. CLEP is considered transferred-in credit and is posted on the student's academic record at the time of graduation. CLEP credits may not transfer to other colleges and universities. It is the student's responsibility to contact transfer institutions regarding the acceptance of these credits.

Military Training

PC values the training, knowledge, and experience provided to our military servicepersons. Anyone who has served in a branch of the United States armed services and who is enrolled at PC is eligible to have military training evaluated for college credit (RCW 28B.10.057).

PC will make every effort to award credit for military training where possible. The following procedure is intended to clarify requirements, processes, and timelines for awarding credit. Students receiving veteran education benefits, active-duty tuition assistance or who desire evaluation of military training are required to complete the following:

- Declare intent to complete a program of study offered at PC
- Provide an official Joint Services Transcript (JST), from the Community College of the Air Force (CCAF), or from any other college/university attended.
- Submit all transcripts for evaluation within three terms of admission to the program.

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 degree credits. Washington baccalaureate colleges and universities accept these guidelines or have separate agreements with Peninsula College. Students entering those institutions with Associate of Arts (AA) degrees from Peninsula College are considered to be in their junior year and to have completed the general education requirements at those baccalaureate institutions.

Transfer planning starts early. Students should meet with their advisor or Transfer Center staff in their second or third quarter to begin the planning. Visit 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. Visit the transfer institution's website and become familiar with the transfer and application process and deadlines. Explore the program or major webpages to understand any special courses or prerequisites that are required. Always meet with a transfer advisor at the transfer institution to build a connection and get the most up-to-date information. The transfer institution and your advisor can help build an education plan to support admission to your chosen major.

Institutions differ in the treatment of credits earned at Peninsula College with pass (P) or satisfactory (S) grades for courses in a major program of study. For example, they may compute a P grade as a C or D (a 2.0 or 1.0) and the College's S as a D (1.0) grade. In the same way, a receiving institution may consider an I (Incomplete) grade to be an F (0.0). Consult with the transfer institution to be well informed about their policies.

Your assigned advisor will help you understand the transfer credit process. For new students, advising appointments are made through the college website at https://pencol.edu/services/plan-your-advisor. To meet with Transfer Center staff for assistance with the process of transfer or finding the right transfer institution, visit the Transfer Planning webpage to make an appointment.

If you make last-minute changes in your major area of study or in your choice of baccalaureate institutions, that may create challenges for a timely transfer of credits. Therefore, such changes should be discussed with your advisor as early as possible.

Peninsula College courses numbered below 100 are not transferable to other institutions. Courses with titles containing the word “technical” or “technology” may not be transferable to all baccalaureate institutions. You should work with your advisor before planning to transfer courses that are specialized components of professional technical education programs that are listed by the ICRC as “restricted subject area” courses. Associate in Applied Science–Transfer degrees transfer to some colleges. Work with your advisor to identify transferring options.

You may earn more than 90 credits at Peninsula College, but the total number of credits accepted for transfer will be determined by the institution that you are transferring to. A completed AA DTA may have 90 quarter credits from Peninsula College transfer to the university or school that you are transferring to, but the declared major may not apply all those credits directly to the major.

Students who have completed the "Washington 45" requirements may be able to transfer and apply a maximum of 45 quarter credits toward general education requirements at any other public and most private higher education institutions in the state. For more information about "Washington 45," see sbctc.edu/colleges-staff/programs-services/transfer/washington-45.aspx. 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, baccalaureate institution.

Military and Prior Learning Credits

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 those learned by taking a course.

Methods of assessment include but are not limited to:

- Credit by Testing (CLEP, DSST, CI, IB, etc.) See the College website at pencol.edu for a full listing
- Credit by Crosswalk Between Work-Based Learning and College Courses
- Credit by Course Exam or Course Challenge
- Credit by Prior Experiential Learning/Portfolio
- High School+ Prior Learning

Credit for approved equivalency is posted to your transcript with a pass (P) grade which does not affect the GPA.

For more information regarding Academic Credit for Prior Learning visit pencol.edu, email SServices@pencol.edu or call (360) 417-6340.

Military Credits

When military courses are directly related to your program of study at Peninsula College, it is possible for credit to be awarded toward a specific degree or certificate. However, some such courses might not be applicable to a program's graduation requirements, and in that case no credit would be awarded. Official documentation of military courses and requests for evaluation of credit are submitted to Pirate Central via email at SServices@pencol.edu or by calling (360) 417-6340.

Advanced Placement Credit

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. AP scores are related to specific course equivalencies in a crosswalk approved by the Washington State Board for Community and Technical Colleges. An official transcript of the AP scores must be received from the College Board to receive credit. For more information regarding advanced placement credit contact the Student Services Office at SServices@pencol.edu or call (360) 417-6340.

Graduation and Commencement Requirements

Requirements for Graduation from Peninsula College

Degrees

- GPA requirements:
  - 2.0 or above cumulative GPA
    - The cumulative GPA will be calculated from college-level courses (numbered 100 or above)
- Credit requirements:
  - 90 or more credits meeting requirements for a specific degree
  - Credits required for a certificate are typically about half that of a degree, but vary depending on the program of study
- Residency requirements (credits that must be taken at Peninsula College)
  - 30 credits or one third of the required credits for the degree or certificate, whichever is less
  - A specific program may require a capstone sequence, requiring more credits to be earned in residence
  - Credits earned through articulation agreements and advanced placements do not satisfy residency requirements
- You must apply for your degree or certificate before you register for your last quarter of study: go to pencol.edu

Certificates

- GPA requirements:
  - 2.0 or above GPA
    - The GPA will be calculated from college-level courses required in the certificate

High School Completion
The minimum requirement for a high school diploma is that the final course must be completed at Peninsula College.

Commencement
Commencement is an annual ceremony to honor graduates and projected graduates with family, friends, faculty, and others present. Commencement does not confirm successful degree or certificate completion, rather it recognizes completion and projected completion in an upcoming term.

The event is typically held each June. Individuals who will be within ten credits of completing graduation requirements by the end of a spring quarter may take part in commencement exercises for that spring, or they may elect to attend the next year's commencement.

Graduation Requirements Checklist
Current graduation checklists for degrees or certificates are available on the College website at pencol.edu or from the Student Services Office at SServices@pencol.edu or call (360) 417-6340.

The checklist lists the course requirements necessary to complete your degree or certificate. The graduation list you need to follow is set at the time of entry into your program of study. Checklists can change annually.

If you need to leave the College for two or more quarters, you may be required to graduate under the newest checklist of requirements when you enroll again. Also, in some cases you may have an option to graduate under a newer checklist even if you have been enrolled continuously. At the point of graduation, you must meet all the requirements in a single checklist; you cannot "mix and match" requirements from different checklists. Consult with your advisor for more information.

Transcripts

Your transcript is the official record of grades and credits earned in courses during the quarters you have been enrolled. You send official transcripts to give your record to other schools, employers, and so forth. An official transcript is signed by a certified school official, either with the College seal placed over the signature, or by use of an acceptable electronic means of confirming a transcript is the official record from the College.

Your transcript is not released without a request from you, or in rare cases, upon receipt of a legal order. A fee is charged for official transcripts.

Official transcripts are ordered through the College's online self-services at National Student Clearinghouse, which can be accessed via the College website, pencol.edu. Contact the Student Services Office at SServices@pencol.edu or call (360) 417-6340 for more information.

Unofficial transcripts are available to the student through the student portal/My PC login. If you do not have a college-issued e-mail and a password to access the portal / If you last attended Peninsula College before the year 2020, please contact Pirate Central at (360) 417-6340 or at sservices@pencol.edu for assistance in obtaining your unofficial transcript. Report any discrepancies to the Student Services Office.

Graduation Requirements Checklist

Current graduation checklists for degrees or certificates are available on the College website at pencol.edu or from the Student Services Office at sservices@pencol.edu or call (360) 417-6340.

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Student Services

Advising Services

Student Success Advisors in the Student Success Center 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.

Peninsula College connects students to advisors based on their Area of Study. Advisors help with creating class schedules to meet the career and academic goals of the student, the creation of a degree plan, the creation of a success plan, referrals to on and off-campus resources, and assist with transfer planning.

Appointments to meet with Student Success Advisors are made by contacting the Student Services Office at sservices@pencol.edu or (360) 417-6340; toll-free in Washington (877) 452-9277, ext. 6340; video phone (360) 406-4759.

Counseling Services

Our counselors provide short-term academic and mental health counseling and assist with referrals to college services, community agencies, and other professionals. You may request an appointment by contacting the Student Services Office at sservices@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, transfer planning, referrals to on and off-campus resources, assistance with financial aid forms, and programming that builds community and belonging. Contact diversity@pencol.edu or (360) 417-6345 or toll-free in Washington (877) 452-9277, ext. 6345 for information.

International Student Programs

International Programs at Peninsula College provides services to international students attending the college. Our staff is always ready to provide information and help on academic concerns, immigration procedures, transcript evaluation, housing, student life, transferring, and any other inquiries or assistance our international students need. The International Programs office also provides assistance to U.S. students who wish to study abroad. Contact International Programs at (360) 417-6491 or international@pencol.edu for information or assistance.

Access Services

Peninsula College is committed to providing reasonable accommodations to qualified students with disabilities. We uphold and value the law regarding Americans with Disabilities Act of 1990 (ADA), Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Sections 504 and 508 of the Rehabilitation Act of 1973, prohibiting discrimination on the basis of disability in education.

A variety of accommodations are available to students that qualify for Access Services.

Visit the Access Services webpages for information on how to qualify for accommodations, or email Access Services at ssd@pencol.edu or (360) 417-6373.

Career and Transfer Services

Peninsula College Career Services offers courses, workshops, assessments, and advising to assist students who are interested in exploring a career pathway, major, or degree. The Career Services website provides connections to information on career or major exploration, tools/resources for job seekers, and employment prep workshops for students.
If you would like to make an appointment with Career Center staff, go to the Career Center webpage, and click on the Bookings link or call Pirate Central at (360) 417-6340.

Assessment, Placement, and Testing Services

Placement scores and other measures are used to ensure accurate placement in courses.

We offer a variety of certification exams, test proctoring, and mathematics and English placement options.

Previous educational experience, ACT/SAT scores, some high school transcripts, Smarter Balance test scores, Advanced Placement (AP) exams, and college transcripts from a regionally accredited institution are some alternative placement options.

Placement testing may be waived if you have satisfactorily completed one or more quarters of college-level work that includes English and mathematics classes completed with a grade of 2.0 or above.

Testing Services include:

- ACCUPLACER
- Accommodated testing
- Online, remote testing for certain tests
- Automotive Service Excellence (ASE) exam
- National Center for Competency Testing (NCCT)
- TEAS exam (for students applying to the Nursing Program)

For information on tests, placement options, and applicable fees visit pencol.edu/admissions/testing-center

Contact Information:

Assessment & Placement Center
(360) 417-6346

Toll Free: 1-877-452-9277 ext. 6346
Fax: (360) 417-6416
placement@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.

Veterans Services provides guidance to veterans, their dependents, active military, and reservists regarding education benefits. Prospective and continuing student veterans and other eligible individuals can get information on the college website at 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. The Peninsula College Veterans Center is located in the J building. The Center houses the veteran advisor and space for studying, programs, and connecting with other veterans.

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 questions, contact Veterans Services at veterans@pencol.edu or (360) 417-6224, or call toll-free (877) 452-9277, ext. 6224, or contact us by video phone at (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 an 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 commitment 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 fifteen 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 Life

For information about student life, visit pencol.edu/student-life. You'll learn about 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.

We serve 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.

Student Government
The Associated Students are governed by the Associated Student Council (ASC), which is comprised of 13 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.

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/student-life/student-government-asc. You 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 fifteen credits with a cumulative GPA of 3.7. For more information, contact ptk@pencol.edu.

Recreation Programs
The College provides recreational activities, including drop-in basketball, organized adult leagues for basketball, volleyball and soccer, pop-up events like bowling or black light dodgeball, field trips, as well as Monday-Friday access to our fitness center for currently enrolled students.

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.

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.

Intercollegiate Athletics
Peninsula College offers men's and women's varsity basketball and men's and women's varsity soccer. The Pirates play in the Northwest Athletic Conference (NWAC). Prospective players are encouraged to contact the respective coach. See the directory at gopcpirates.com.

Intercollegiate Athletics

Peninsula College offers men's and women's varsity basketball and men's and women's varsity soccer. Prospective players are encouraged to contact the respective coach. See the directory at gopcpirates.com.

Cultural Events

College faculty and staff members organize a wide variety of programs that are open to both students and the general public. 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 both local and global issues, and are designed to contribute to both the cultural life of the community and the role of the college in providing its students a strong 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**—The Writer-in-Residence program brings writers of different genres to campus each spring, where they share their experiences during lectures, discussions and other events throughout the week. Past writers include John Vaillant, David Guterson, 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.
- **Magic of Cinema Film Festivals**—Throughout the year, various film festivals take place on campus, including the Moving Pictures Festival, the All-IN Film Festival (in collaboration with Clallam Mosaic), the Very Short Film Festival, and others.

Cultural Enrichment Drama/Music
Dramatic and musical productions performed in the College's Little Theater and Maier Performance Hall are a natural part 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.

ʔaʔkʷustəŋáwtxʷ House of Learning, Peninsula College Longhouse
Built in 2007, ʔaʔkʷustəŋáwtxʷ House of Learning, Peninsula College Longhouse was the first longhouse in the

nation built on a community college campus. It was created in collaboration with six area Tribal Nations: Hoh, Quileute, Makah, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam. The Longhouse builds bridges of understanding and knowledge among Tribes, students, educators, and visitors by establishing a special place on campus for all students and community members to meet, study, and interact. The Longhouse serves as a cultural and educational resource for understanding, honoring, and sharing.

The Longhouse Art Gallery features rotating exhibits and provides a space for artists to share their work, traditions, 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 or (360) 417-7992.

Longhouse & Art Gallery

Built in 2007, ʔaʔkʷustəŋáwtxʷ 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 six area Tribes: Hoh, Quileute, Makah, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam. The Longhouse builds bridges of understanding and knowledge among Tribes, students, educators, and visitors by establishing a special place for all students and community members to meet, study, and interact. The Longhouse serves as a cultural and educational resource for understanding, honoring, and sharing.

The Longhouse Art Gallery features rotating exhibits and provides a space for artists to share their work, traditions, 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 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 cafe. 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 Pirate Cove Cafe, which offers an extensive variety of healthy food options, as well as an espresso bar. The office of the Associated Student Council (ASC) is located adjacent to the main dining and lounge areas of the PUB, making it convenient to visit and easy for one to become involved in campus life. The ASC sponsors a wide variety of activities for enjoyment and enrichment in the PUB throughout the year, including cultural events, comedy shows, student talent shows, dances, and barbecues. Contact the ASC at asc@pencol.edu or 360-417-6432.

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 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 bookaneer.pencol.edu for hours and to browse and/or order merchandise, or call (360) 417-6440.

Child Care

The Early Childhood Development Center offers a quality preschool and child care program for children, ages twelve months to five years, of parents or guardians who are students, staff, or faculty at Peninsula College. This program is also open to children in the community 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.

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, student supplies, Peninsula College pirate gear, and an assortment of snacks and beverage items are also available.

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 (closed on Fridays during the summer). Visit the Bookaneer online 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.

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

The 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 Center is on the first floor of Maier Hall (Building E). The Writing Center and Tutoring Services, located in the Library (Building B), offer free writing, research, and tutoring support. A computer lab and computer support (including help with online classes) are also available in the Library. The Extension sites in Port Townsend and Forks have their own Learning Centers that include these support services. Learning Center supports are also available online.

Tutoring

The following types of tutoring are available:

- One-on-one peer tutoring

- Writing response/evaluation
- E-Tutoring (online tutoring assistance)
- Math assistance and computer help also are available in the math and computer labs.

Writing Center
At the Writing Center students can make individual appointments for writing help or use the lab's computers to work on essays and research. The Writing Center is open weekdays to all students engaged in writing projects in any discipline. 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 correct grammar and punctuation. The center can also help students understand an assignment's expectations and generate ideas before they begin their writing.

The computers in the Writing Center 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 Center
The Math Center 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 Center.

Computer Lab
The Computer Lab in the Library is available for students working on computer-based classes or for general use in any course. Support for student computer work and online learning are available in the Lab through the Library front desk.

Degree Requirements

General Education Competencies/Institution-wide Learning Outcomes (ILOs)

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 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, and 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

- Associate in Arts, Direct Transfer Agreement (AA-DTA)
- Associate in Business, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in Computer Science, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in General Studies
- Associate in Nursing, Direct Transfer Agreement/Major Related Program (DTA/MRP)
- Associate in Science, Transfer Track 1 (AS)

Bachelor's Degree

- Bachelor of Applied Science in Behavioral Healthcare
- Bachelor of Applied Science in Management
- Entrepreneurship and Marketing Specialization, Bachelor of Applied Science in Management
- Human Resources Management Specialization, Bachelor of Applied Science in Management
- Information Technology Management Specialization, Bachelor of Applied Science in Management
- Tribal Management Specialization, Bachelor of Applied Science in Management

Professional Technical Programs

(Associate in Applied Science (AAS), Associate in Applied Science-Transfer (AAS-T), certificates)

- Addiction Studies
- Administrative Office Systems
- Automotive Technology
- Business Administration
- Commercial Driver's License
- Construction Technology (formerly Green Building)
- Criminal Justice
- Cybersecurity & Computer Forensics
- Early Childhood Education
- Emergency Medical Technician
- Entrepreneurship
- Family Life Education
- Emergency Management
- Hospitality and Ecotourism

- Information Technology
- Medical Assisting
- Medical Office Assisting
- Multimedia Communications
- Natural Resources
- Nursing Assistant
- Paralegal
- Phlebotomy
- 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.

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. A cumulative grade point average of 2.0 or above is required.

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 ENGL& 101 and ENGL& 102 and MATH& 107 or above or PHIL& 120.

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

Associate in Applied Science and Associate in Applied Science–Transfer Degrees

The Associate in Applied Science (AAS) and Associate in Applied Science-Transfer (AAS-T) degrees combine the competencies earned in a professional technical program with college-level general education courses. The 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 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 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

One Year and Short Term Certificate Requirements

- A cumulative grade point average of 2.0 or above in the courses required for each certificate

See individual program listings for specifics.

Administrators, Faculty & Emeriti

President's Administrative Cabinet

Suzanne Ames
President
B.A., University of Washington; M.B.A., City University; Ph.D., Fielding Graduate University

Krista Francis
Vice President, Student Services
B.B.A., Pacific Lutheran University; M.Ed., Concordia University

Carie Edmiston
Vice President, Finance and Administration
B.S., Washington State University

Hanan Zawideh
Vice President, Human Resources, Diversity, Equity, Inclusion
B.A., Bournemouth University; M.A., Cornell University

Bruce Hattendorf
Vice President, Instruction
B.A., Indiana University; M.A., New York University; Ph. D., Oregon State University

Cheryl Crane
Executive Director, Foundation
B.A., University of Washington; M.A., University of Washington; Ph. D., University of Louisville

Aimee Gordon
Director, Marketing and Communications
B.A., Central Washington University

Trisha Haggerty
Executive Assistant to the President
B.S., University of Washington

Faculty

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

Jessica Berry (2021), Nursing
B.S.N, Western Governors

Barbara Blackie (2007), Environmental & Life Sciences**
B.A., Miami University; M.Ed., Lesley University; M.S., Oregon State University

Robert DeCou (2021), Business
B.A., Pacific University Oregon; M.Ed., M.L.S., M.B.A., Grand Canyon University

Eoin Doherty (2018), Welding**
Journeyman

Kelly Flanagan (2018), Welding**
A.A.S., Peninsula College

Sean S. Gomez (2008), English as Second Language
B.A., University of California, Los Angeles; M.S., Shenandoah University

J. Brian Hauge (2004), Terrestrial Field Biology
B.S., M.S., South Dakota State University; Ph.D., Auburn University

Dawnette Johnson (2015), Nursing
B.S.N., Holy Names College; M.S.N., George Mason 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

T. Nicholas Jones (2020), Chemistry
B.S., Pacific Lutheran University; Ph.D., Montana State University

Tom K. Kim (2008), Mathematics
B.A., M.A., California State University, Fullerton; Ph.D., University of California, Davis

Anna King (2019), Early Childhood Education
B.A., Arizona State University; M.Ed., Grand Canyon University

Tanya Knight (2002), Information Technology
BAS Peninsula College (Management), Masters - Concordia (Educational Leadership), Ph.D Northcentral University, CA (Leadership)

Alysia LaTourette (2024), Accounting and Business
MBA, Western Governors University

Ritu S. Lauer (2008), International Studies
B.A., University of Delhi; M.A., Ph.D., University of Denver

Laura Little (2023), Medical Assisting
MA-C, CMA(AAMA)

Helen Lovejoy (2011), English
B.A., Scrips 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

Sandi MacIntosh (2019), Counseling
B.A., Seattle University; M.A.T., City University; M.A., Saybrook University

Alex Markunas (2024), Information Technology**

Paul S. Mattson (2013), Psychology
B.A., University of Kansas; M.S., Ph.D., Washington State University

Migizi Miigwan / Nicole Nesberg (2023), Integrated Indigenous Studies
B.A. University of Michigan, M.S. Florida State University, M.A. Eastern Michigan University

Michael Paul Miller (2008), Art
B.F.A., University of Wisconsin, Oshkosh; M.F.A., University of Wisconsin, Madison

Michael Mills (2014), English
A.A., College of the Redwoods; B.A., M.A., University of Arkansas

Christopher Morgan (2023), Natural Resources
B.A., University of Colorado; M.S., Western Washington University; M.S.T., Western Governors University

Andrea L. Motyka (2004), Mathematics
B.S., State University College of NY; M.Ed., Ph.D., State University of New York

Pat Nickerson, Construction Technology

Rachel Pairsh (2013), Medical Assisting
A.A.S., Peninsula College

Ray Pulsipher (2024), Cybersecurity and Information Technology
BIT Computer Programming – American Intercontinental University

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

Sarah Schadler (2021), Nursing

Marina Shipova (2014), Multimedia Communications
M.F.A., Vladimir State University for the Humanities

Margaret Siemion (2018), Nursing
B.S., University of Washington; M.S., Western Governor's University

William Sol ** (2025), Bachelor of Applied Science in Behavioral Health
BA., Evergreen State College; MSW., University of Washington; PhD., California Institute of Integral Studies

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

Joshua Taylor (2023), Automotive Technology

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

Lora Vess (2022), Sociology
B.A., Virginia Polytechnic Institute; M.A., Northern Arizona University; Ph.D., University of Oregon

Tim Williams (2012), Librarian
B.A., University of North Carolina; M.A., Wake Forest University; M.L.I.S., University of North Carolina

A. J. Zenkert(2024)**
B.A. Drew University; M.S. Bank Street College of Education; Ed.D Boise State University

Jeffery Zirul (2018), Physics
B.S., M.S., University of Washington

Sam Zwenger (2019), Biology
B.S., M.S., Fort Hays State University; Ph.D., University of Northern Colorado

**** Indicates a full time non-tenured faculty member***

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.

Judy Armstrong
Thelma Barnes, Nursing (1963-1975)
Brian Betts, Instruction (1994-2021)
Janice Blazer
Ruth A. Bopp, Secretarial Science (1969-1985)
Evelyn Boyd, Purchasing Agent (1985-2017)
Richard Brauninger, Mathematics (1968-2000)
Deanna Buchman, Program Specialist 2, Corrections (1998-2021)
Richard Cable (2013-2017)
Allan A. Carr, Vice President (1980-2003)
Nicole Casares, International Programs (1986-2022)
Michael Cassella-Blackburn, History (2003-2024)
Bonnie Cauffman, HR Director/HR (1979-2016)
Philip L. Churchley, Chemistry (1961-1996)
Yvette Cline, Early Childhood (1988-2019)
Stan Compton, Computer Science (1989-2003)
William Cozzolino, Corrections Training (1997-2011)
Dennis Crabb, Music (1988-2011)
Kathleen O. Craven, Nursing (1993-2015)
Grace Crawford, English/Literature (1988-2006)
Rick Croot, Facilities (1991-2021)
J. Michael Daniel, Math (1995-2014)
Marca Davies, Nursing (1998-2013)
Alice Derry, English/German (1980-2009)
Larry Dewey, Math (1993-2023)
Paula Doherty, VP of Institutional Effectiveness (1972-2015)
Michael Edwards, Maintenance Mechanic (2001-2024)
David Ellefson (1992-2017)
Jack Estes, English (1992-2017)
David Estrem (1992-2008)
Joan Ethier, Vice President (1993-2003)
Melanie Falcioni (2006-2017)
Deborah Frazier, VP Finance and Administration (2007-2017)
Jack Ganzhorn
Janice A. Gardner, English (1991-2017)
Carmen Germain, English (1987-2011)

Fred Goodwin, IT
Jen T. Gouge, Medical Assisting (1996-2013)
Thomas Grimes, Professor/Instruction (1993-2019)
Thomas Hanley, Adult Basic Education (1995-2013)
Karen Hart, Nursing (1981-2016)
Richard Hendry, Counseling (1970-1998)
Susan Herbert, ECDC (1994-2023)
Maggie Hinshaw (2005-2019)
Thomas Hostetler, Speech (1968-1997)
Bev Hott, Basic Skills (1986-2014)
Beth Hover, Program Assistant/Instruction (2006-2018)
Jan Isett, Student Development (1999-2021)
Ken Jacobsen, Computer Technology (1978-2009)
Helen Julio, Custodial (1988-2019)
Thomas Keegan, President (2001-2012)
Allen Lapin, Medical Assisting (2003-2024)
Cindy Lauderback, Student Services (1997-2023)
Robert Lawrence-Markarian, Workforce Director (1993-2013)
Gary Ledbetter, Corrections Education (1987-2013)
Dayle Lee (2011-2017)
Jon J. Livingston, Physical Education (1969-1994)
Matthew J. Lyons, Director Higher Ed, Jefferson County (1999-2014)
Jerry Machenheimer, Information Tech. Specialist (1996-2016)
Roberta T. Mantooth, Journalism (1975-2000)
Jeff Mauger, Anthropology/Sociology (1994-2014)
Pamela Maurides, Early Childhood Education (1998-2017)
Paul D. McCarrell, Associate Dean, Vocational Education and Counseling (1981-1993)
Cheryl McCurdy, Nursing (1991-2015)
Vici McLaughlin, Information Technology (1996-2015)
Micki McNeil, HR Consultant (2000-2016)
George (Bill) E. Merrill, Art (1970-2014)
Rosemary Moorehead
Carolyn Muir, Administration (1995-2007)
Kathy Murphy-Carey, Counseling (1975-2013)
Ted Noel, Corrections Training (1999-2015)
Linda Nutter, Information Technology (1985-2008)
Mary O'Neil-Garrett, Vice President of Instruction (2001-2015)
Janet Phipps, Professor/Correctional Faculty (1999-2016)
Nina Pitts, Library (1997-2019)
Soren Poulsen (2005-2019)
Jon Purnell, Surveying/Geomatics (1997-2007)
Bonnie Rathod, Nursing (1998-2015)
Dolores Reher, Nursing (1975-1989)
Luke Robins, President (2012-2022)
Getta Rogers, Foundation (2010-2024)
Dennis Sanford, IT (1988-2018)
Ginger Sanford, Business Services (1990-2018)
Deb Scannell, Forks Campus Director (2001-2021)
Glenda Schaad
Thomasine L. Schwent, Nursing (1974-2001)
Wendy Shea, Testing Center (1976-2013)
H. Joy Sheedy, Director, Educare Center (1982-2001)
Bob Sheldon, Facilities (1999-2018)
Winnie Sheldon, Facilities (1988-2017)
Evelyn M. Short, Dean of Basic Skills (1988-2014)
Karen Siefer
Vicki Sievert, Distance Learning (1999-2022)

Judity Skogen (1999-2014)
Dona Smasal, Administrative Assistant (1981-2012)
Steve Snyder, Professor/Instruction (1977-2016)
Jill Snyder, Business Professor (1981-2016)
William Spring, Psychology (1991-2012)
Frank H. Thayer, Dean of Administrative Services (1965-1992)
Frederick S. Thompson, English/Humanities (1979-2010)
Jerrie Thompson
Dan Underwood, Professor (1992- 2019)
Phyllis L. Van Holland, Director of Communications (1991-2015)
Nancy Vannausdle, Basic Education for Adults (2002-2017)
James Walton, Vice President (1980-2001)
W. Laurence Welch, Education, Reading (1968-1990)
Thomas Wells, Diesel Technology (1971-1999)
Larry White, IT (2011-2022)
Bob Willicut, Counseling (1972-2001)
Ancher Yesiki, Facilities (1980-2021)
Cheryl B. Young, DOC Curriculum Designer (1988-2014)
Philip Young, Corrections Training (1987-2014)

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; August 11, 2020

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, 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. To this

end, Peninsula College has enacted policies prohibiting discrimination against and 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.

B. 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 their 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: unfavorable treatment of a person based on that person's membership or perceived membership in a protected class. Harassment is a form of discrimination.

5. Harassment: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual 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.

a. 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 [and/or student housing].

b. 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.

Examples of conduct that may qualify as sexual harassment include:

- Persistent comments or questions of a sexual nature.
- A supervisor who gives an employee a raise in exchange for submitting to sexual advances.
- An instructor who promises a student a better grade in exchange for sexual favors.
- Sexually explicit statements, questions, jokes, or anecdotes.
- Unwelcome touching, patting, hugging, kissing, or brushing against an individual's body.
- Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences.
- Persistent, unwanted attempts to change a professional relationship to an amorous relationship.
- Direct or indirect propositions for sexual activity.
- Unwelcome letters, emails, texts, telephone calls, or other communications referring to or depicting sexual activities.

10. Sexual Violence: is a type of sexual discrimination and harassment that includes:

a. Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, 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.

b. Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or 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.

c. Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren, and adopted children under the age of eighteen (18).

d. Statutory Rape. Consensual intercourse between a person who is eighteen (18) years of age or older, and a person who is under the age of sixteen (16).

e. Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010.

f. Dating violence, Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; and (iii) The frequency of interaction between the persons involved in the relationship

g. Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (i) fear for their safety or the safety of others; or (ii) suffer substantial emotional distress.

C. Designee
The following College officials are designated to handle inquiries regarding this policy:

Hanan Zawideh, Vice President of Human Resources, Diversity, Equity & Inclusion, hzawideh@pencol.edu
Address: 1502 E. Lauridsen Blvd., Port Angeles, WA 98362
Phone: (360) 417-6212

Discrimination and Harassment Complaint Procedure

HOW TO FILE A COMPLAINT
Any employee, applicant, student or visitor of the College may file a complaint with the Title IX Coordinator. If the complaint is against that Coordinator, the complainant should report the matter to the president's office for referral to an alternate designee. 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-advocate.symplicity.com/public_report. Hard copies of the complaint form are available at the Human Resources Office. Any person submitting a discrimination complaint shall be provided with a written copy of the College's anti-discrimination policies and procedures.

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 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.

Confidentiality Requests and Sexual Violence Complaints: The Title IX / EEO Coordinator will inform and obtain consent from the complainant before commencing an investigation into a sexual violence complaint. If a sexual violence complainant asks that their name not be revealed to the respondent or that the College not investigate the allegation, the Title IX / EEO Coordinator will inform the complainant that maintaining confidentiality may limit the college's ability to fully respond to the allegations and that retaliation by the respondent and/or others is prohibited. If the complainant still insists that their name not be disclosed or that the College not investigate, the Title IX /EEO Coordinator 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. 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 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 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.

INVESTIGATION PROCEDURE
Upon receiving a discrimination complaint, the College shall commence an impartial investigation. The Title IX /

EEO Coordinator shall be responsible for overseeing all investigations. Investigations may be conducted by the Title IX / EEO Coordinator or their designee. If the investigation is assigned to someone other than the Title IX / EEO Coordinator, the Title IX / EEO Coordinator shall inform the complainant and respondent(s) of the appointment of an investigator.

Interim Measures: The Title IX / EEO Coordinator 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 a summary suspension in compliance with the College's student conduct code or an administrative leave of absence in compliance with the College's employment policies and collective bargaining agreements.

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.

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 ninety days unless there is good cause shown. If it appears completion of the investigation will take longer than ninety days, the Title IX/ EEO Coordinator will notify the parties, describe the reasons for the delay, and provide an estimated time for completing the investigation.

At the conclusion of the investigation, the investigator shall set forth their findings in writing. If the investigator is someone other than the Title IX / EEO Coordinator, the investigator shall send a copy of the findings to the Title IX / EEO Coordinator.

The Title IX / EEO Coordinator will provide each party and the appropriate student services administrator or appointing authority with written notice of the investigative findings, subject to the following limitations. The complainant shall be informed in writing of the findings only to the extent that such findings directly related to the complainant's allegations. 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 the investigative findings subject to any FERPA confidentiality requirements.

Final Decision/Reconsideration: Either the complainant or the respondent may seek reconsideration of the investigation findings. Requests for reconsideration shall be submitted in writing to the Title IX / EEO Coordinator within seven calendar days of receiving the investigation report. Requests must specify which portion of the findings should be reconsidered and the basis for reconsideration. If no request for reconsideration is received within seven calendar days, the findings become final. If a request for reconsideration is received, the Title IX / EEO Coordinator shall respond within 14 calendar days. The Title IX / EEO Coordinator shall either deny the request or, if the Title IX / EEO Coordinator determines that the request for reconsideration has merit, issue amended findings. Any amended findings are final and no further reconsideration is available.

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.

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.

NON-RETALIATION, INTIMIDATION AND COERCION
Retaliation by, for or against any participant (including complainant, respondent, witness, Title IX / EEO Coordinator, or investigator) is expressly prohibited. Retaliatory action of any kind taken against individuals 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 immediately.

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

City of Forks Police Department
500 East Division Street
Forks, WA 98331
Phone: 360-374-2223
forkswashington.org/police-corrections

City of Port Townsend Police Department
1925 Blain Suite 100
Port Townsend, WA 98368
Phone: 360-385-2322
cityofpt.us/police

City of Sequim Police Department
152 W. Cedar Street
Sequim, WA 98382
Phone: (360) 683-7227
sequimwa.gov/111/Police

Clallam County Sheriff Department
223 East 4th Street
Port Angeles, WA 98362
Phone: 360-417-2459
clallam.net/sheriff

Jefferson County Sheriff Department
79 Elkins Road
Port Hadlock, WA 98339
Phone: 360-385-3831
co.jefferson.wa.us/172/Sheriff

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

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
- US Dept of Education Office for Civil Rights, ed.gov/about/offices/list/ocr
- Equal Employment Opportunity Commission, eeoc.gov

Drug and Alcohol Abuse Prevention

The Drug-Free Schools and Communities Act (DFSCA) of 1989—also known as the Drug-Free Schools and Campuses Act—requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs for faculty, staff and students. Peninsula College faculty, staff and students are also subject to federal and Washington state laws.

The College is required, through the Drug-Free Schools and Campuses Act (DFSCA), to produce a biennial review of their alcohol and other drug programs and policies. The purpose of this report is to determine program effectiveness and consistency of policy enforcement for students and employees of the college to identify and implement necessary changes. Peninsula College is working to perform a review every two years.

The DFSCA requires the establishment of a drug and alcohol prevention program, which includes the notification below. All members of the Peninsula College Community are encouraged to review the notification and information on our College website. This information is also distributed, at a minimum, on an annual basis to faculty, staff and students.

DFSCA Annual Disclosure

The Drug-Free Schools and Communities Act requires that each institution distribute the following in writing to all students and employees annually:

1. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol on school property or as part of any school activities for employees (Policy 211) or students Code of Conduct, Student Rights & Responsibilities;
2. A description of the applicable legal sanctions under federal, state, or local law for the unlawful possession or distribution of illicit drugs and alcohol;
3. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol;
4. A description of any drug or alcohol counseling, treatment, rehabilitation, and re-entry programs that are available to employees or students;
5. A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with federal, state, or local law);
6. A description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of established standards of conduct.

Confidentiality of Student Records

Peninsula College complies with the 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 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

Arts & Sciences
Steven Danver
(360) 417-6381
sdanver@pencol.edu

Athletics/Student Programs
Rick Ross
Phone: (360) 417-6533
rross@pencol.edu

Bookaneer Campus Store
(360) 417-6440
bookaneer@pencol.edu

Business Services
(360) 417-6232
boffice@pencol.edu

Campus Safety
Marty Martinez
(360) 417-6559
mmartinez@pencol.edu
In an emergency dial 911

Center for Equity, Teaching and Learning
Sarah Mickel
(360) 417-6334
smickel@pencol.edu

Child Care
Kaitlyn Horton
(360) 417-6530
khorton@pencol.edu

Community Education
Camilla Rico
(360) 417-6444
crico@pencol.edu

eLearning
Sarah Mickel
(360) 417-6334
smickel@pencol.edu

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

Foundation
Cheryl Crane
(360) 417-6400
foundation@pencol.edu

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

IT Department
360-417-6501
Helpdesk@pencol.edu

Library/Media Center
Phone: (360) 417-6280
Fax: (360) 417-6295
pclibrary@pencol.edu

Longhouse
Sadie Crowe
(360) 417-7992
longhouse@pencol.edu

Maintenance Facilities/Information Center
(360) 452-9277, Ext. 0
room.info@pencol.edu

Marketing and Communications
(360) 417-6291
marcom@pencol.edu

Outreach/Admissions
Phone: (360) 417-6340
Toll-free: (877) 452-9277
studentservices@pencol.edu

Placement/Testing
Phone: (360) 417-6346
Toll Free: 1-877-452-9277 ext. 6346
Fax: (360) 417-6416
testing@pencol.edu

President's Office
Trisha Haggerty
(360) 417-6201
thaggerty@pencol.edu

Professional Technical Education
Mia Boster
(360) 417-6484
mboster@pencol.edu

Public Information Office
Aimee Gordon
(360) 417-6291
agordon@pencol.edu

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

Student Services
Phone: (360) 417-6340
studentservices@pencol.edu
Toll-free: (877) 452-9277, Ext. 6340
TDD: (360) 417-6339

Transitional Studies
Amie Batton
Phone: (360) 417-6380
TDD: (360) 417-6563
TShelp@pencol.edu

Veterans Services
Terry Smith
(360) 417-6224
veterans@pencol.edu

Web Support
Jared Scott
(360) 417-6289
jscott@pencol.edu

Workforce Programs (BFET, WorkFirst & Worker Retraining)
Willow Peppers
(360) 417-6351
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) 417-6581
StudentServices@pencol.edu

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
rschwartz@pencol.edu

PC Port Townsend
Fort Worden State Park
202 Eisenhower Avenue
Port Townsend, Washington 98368

Phone: (360) 385-4605
Fax: (360) 385-4570
pt@pencol.edu

Course Descriptions

Accounting (ACCT/ACCT&)

ACCT& 201 : Principles of Accounting I
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections. (Elective)
Prerequisites
MATH 90 or AMATH 121 or concurrent enrollment
Course Outcomes

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

ACCT& 202 : Principles of Accounting II
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections. (Elective)
Prerequisites
2.0 or higher in ACCT& 201
Course Outcomes

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

ACCT& 203 : Principles of Accounting III
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections. (Elective)
Prerequisites
2.0 or higher in ACCT& 202
Course Outcomes

Compare and contrast managerial accounting from financial accounting.
Determine product costs using job order and process costing systems.
Analyze, compute, and evaluate problems related to cost-volume-profit and incremental analysis.

Prepare budget data and determine their use in planning and control.
Evaluate business challenges and opportunities using managerial accounting concepts.

ACCT 101 : Introduction to Accounting and Finance
Credits 5

Establish a foundation in accounting procedures within the traditional framework of a sole-proprietorship and explore the financial use of accounting information. Coverage of basic principles expanded by presenting partnership, corporation, and managerial accounting concepts. This class may include students from multiple sections.

ACCT 215 : QuickBooks
Credits 5

Quarter Offered Winter, Summer
Learn the fundamentals of QuickBooks, 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, and other key accounting procedures. This class may include students from multiple sections.
Course Outcomes
Record transactions for service and inventory businesses—from simple to complex—that simulate real-world occurrences.
Prepare, analyze, customize, and create a variety of reports.
Close an accounting period.
Create a new company file.
Customize QuickBooks to fit the needs of an individual company.

Addiction Studies (HSSA/HSSA&)

HSSA& 101 : Introduction to Addictive Drugs
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections. (Elective)
Course Outcomes

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

HSSA 105 : Phys/Pharm of Alcohol and Drugs
Credits 5

Quarter Offered Fall
Physical effects of alcohol and other drugs on the body. Designed to meet primary certification requirements for chemical dependency counseling. This class may include students from multiple sections.
Course Outcomes

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

HSSA 115 : Counseling I
Credits 4

Quarter Offered Winter
Familiarization with skills commonly used for individual and family counseling. Includes attending, paraphrasing, reflecting feelings, summarizing, probing, self-disclosure, interpreting, and confrontation. HSSA& 101 and HSSA 105 or permission of instructor is recommended. This class may include students from multiple sections.
Course Outcomes

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

HSSA 116 : Intervention in Chemical Dependency
Credits 2

Quarter Offered Fall
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. This class may include students from multiple sections.
Course Outcomes

- Define intervention of the chemically dependent.
- Develop insight into intervention team approach.
- Report necessary intervention skills.
- Outline steps of intervention process.
- Identify intervention techniques learned.

HSSA 135 : Family Treatment/CD I

Credits 3

Quarter Offered Spring

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. This class may include students from multiple sections.

Course Outcomes

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

HSSA 136 : Relapse Prevention

Credits 3

Quarter Offered Spring

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. This class may include students from multiple sections.

Course Outcomes

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

HSSA 140 : Group Counseling

Credits 5

Quarter Offered Spring

Theory and therapy models common to rehabilitation of chemically dependent through group process. HSSA& 101, HSSA 105 and HSSA 115 is recommended. This class may include students from multiple sections.

Course Outcomes

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

HSSA 145 : Teaching Skills for Counselors

Credits 3

Quarter Offered Spring

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. HSSA& 101 and HSSA 105 is recommended. This class may include students from multiple sections.

Course Outcomes

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

HSSA 150 : Case Management

Credits 3

Quarter Offered Winter

Chemical dependency case management and record keeping. Provides working knowledge of a system for up-to-date, accurate, and usable case files and records. This class may include students from multiple sections.

Course Outcomes

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

HSSA 155 : Youth CD Counseling and Assessment

Credits 3

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. This class may include students from multiple sections.

Course Outcomes

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

HSSA 160 : Chemical Dependency and the Law

Credits 3

Quarter Offered Winter

Understand State of Washington court procedures and laws pertaining to alcohol and drug related offenses, domestic violence, incapacitated persons and involuntary commitment, and deferred prosecution. This class may include students from multiple sections.

Course Outcomes

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

HSSA 165 : Chemical Dependency Counseling & Ethics

Credits 3

Quarter Offered Fall

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. This class may include students from multiple sections.

Course Outcomes

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

HSSA 172 : Cultural Diversity

Credits 3

Quarter Offered Winter

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. This class may include students from multiple sections.

Prerequisites

HSSA& 101 or instructor permission

Course Outcomes

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

HSSA 200 : Internship

Credits 5

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. Instructor permission required. This class may include students from multiple sections.

Prerequisites

Instructor permission; HSSA& 101, HSSA 105 and HSSA 115

Course Outcomes

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

HSSA 201 : Pathological Gambling & Other Addictions

Credits 3

Quarter Offered Winter

A comprehensive overview of assessment and treatment of the pathological gambler. Gambling specialist awareness addressed; also a focus on other addictions and compulsive behaviors. This class may include students from multiple sections.

Course Outcomes

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

Identify methods of assessment of problem gambling.

HSSA 215 : Counseling II

Credits 3

Quarter Offered Winter
Emphasis on learning to deal with issues specific to the counselor's personal challenges. Offered for continuing professional education. Recommended for ongoing counselor certification. This class may include students from multiple sections.

Prerequisites
HSSA 115

Course Outcomes

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

HSSA 232 : Mental Health Issues-CDP

Credits 3

Quarter Offered Fall
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. This class may include students from multiple sections.

Prerequisites
HSSA& 101 and HSSA 150

Course Outcomes

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.

HSSA 250 : Case Management for Professionals

Credits 3

Quarter Offered Spring
Exploration/emphasis on the application of the ASAM criteria in chemical dependency case management and record keeping. This class may include students from multiple sections.

Prerequisites
HSSA 150

Course Outcomes

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.
Complete a patient chart reflecting entire process for personal referrals.
Define the functions and responsibilities of a Case Manager in the treatment setting.
Implement the Case Management role, including advocacy and referral functions as a component in client care and record keeping.
Identify resources in their respective community through the development of a functional directory to include sources and contact information.

HSSA 280 : Peer Counseling
Credits 5

Quarter Offered Winter
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 Outcomes

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

HSSA 290 : Medical Aspects of Addiction
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections.
Course Outcomes

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

Administrative Office Systems (AOS)

At this time, our Administrative Office Systems program will no longer be accepting new students.

AOS 101 : Digital Literacy
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.
Course Outcomes

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

AOS 102 : Basic Computing
Credits 1

Quarter Offered Fall, Winter, Spring, Summer
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 may include students from multiple sections. (Formerly CAT 116)
Course Outcomes

- Recognize standard computer hardware, peripheral devices, ports, and connectors.
- Open, login, and navigate a Windows environment including the Start Menu, File Explorer, and Desktop.
- Demonstrate an understanding of basic operating systems, and Windows concepts and terms.
- Use and customize Start Menu, Taskbar, and Desktop.
- Open, switch between, and close apps/applications.
- Identify and use dialog boxes.
- Create a screenshot and paste it into a document.
- Create a simple text document and save it to a specific location.
- Develop file management strategies.
- Use File Explorer to view, navigate, organize, name/rename, delete, and filter folders and files.
- Identify file locations and file paths.
- Compress and extract files.
- Describe how to identify and connect to a wireless network.
- Identify potential online security risks and Windows Security measure.

AOS 103 : Word Basics
Credits 1

Quarter Offered Fall, Winter, Spring
A short introduction to Microsoft Word (word processing) basics. Keyboarding skills are recommended. This class may include students from multiple sections. (Formerly CAT 117)
Course Outcomes

- Create new and edit existing documents in Word.
- Save an existing document as a revised document under a new name.

Use Word Ribbon tools, tabs, groups, dialog box launchers, backstage view, and contextual tabs to edit and format a document.
Recognize and apply font formats, paragraph formats, page formats, and file formats.
Insert and modify a picture in a document.
Create and manage document comments.
Insert and edit document controls for headers/footers, citations, and bibliographies.
Prepare a document for sharing and printing.

AOS 104 : Excel Basics

Credits 1

Quarter Offered Fall, Winter, Spring
A short introduction to Microsoft Excel (spreadsheet) basics. Keyboarding skills are recommended. This class may include students from multiple sections. (Formerly CAT 118)

Course Outcomes

Create new and edit existing spreadsheet workbooks in Excel.
Save an existing workbook as a revised workbook under a new name.
Use Excel Ribbon tools, tabs, groups, dialog box launchers, backstage view, and contextual tabs to edit, manage, and format cells.
Identify, enter, and edit text, values, formulas, and functions.
Select, move, insert, and delete cells.
Demonstrate an understanding of cell range references.
Apply and modify cell formats, including dates, currency, percentages, alignments, merge, borders & shading, and conditional formats.
Create calculations in a cell by using cell references, static values, simple functions, order of operations, and proper syntax.
Use Relative and Absolute references for copied formulas.
Use Formula View to error-check and edit formulas.
Organize and modify worksheets within a workbook.
Prepare a workbook for sharing and printing.

AOS 105 : Introduction to Microsoft Word

Credits 5

Quarter Offered Fall, Spring, Summer
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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 106 : Introduction to Microsoft Excel

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 107 : Microsoft Access Databases

Credits 5

Quarter Offered Spring

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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 108 : Introduction to Microsoft Outlook

Credits 2

Quarter Offered Fall

An introduction to Microsoft Outlook, an information management software. Learn how to send and receive emails, store personal and professional contacts, update your calendar, monitor tasks, and share files. This class may include students from multiple sections.

Course Outcomes

Set up an Outlook email account.
Compose, format, and respond to email messages.
Configure the Outlook calendar and schedule meetings and events.
Create contacts and contact groups.
Create and manage tasks.
Customize email messages.

AOS 109 : Introduction to Microsoft Powerpoint

Credits 2

Quarter Offered Winter, Spring

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. Keyboarding and file management skills are recommended. This class may include students from multiple sections. (Formerly CAT 114)

Course Outcomes

Creating and managing presentations
Formatting textual content
Designing slides, using a slide master
Formatting illustrations and tables
Formatting pictures and other media

Applying animations and transitions to PowerPoint presentations

AOS 110 : Medical Terminology I

Credits 5

Quarter Offered Fall, Spring

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. This class may include students from multiple sections.

Course Outcomes

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

AOS 111 : Medical Terminology II

Credits 3

Quarter Offered Winter

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. This class may include students from multiple sections.

Course Outcomes

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

AOS 112 : Microsoft PowerPoint Comprehensive

Credits 5

Quarter Offered Spring

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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 115 : Google Workspace

Credits 3

Quarter Offered Winter

Learn how to use Google Workspace (formerly G-Suite), a cloud-based collaboration application for business. Use business email, video conferencing, cloud storage, and file sharing. Collaborate with Google Docs, Sheets, and Slides, Google Calendar, store files in Google Drive. This class may include students from multiple sections.

Course Outcomes

- Create and edit web-based documents
- Set up a business email
- Schedule appointments and events
- Create and collaborate with online spreadsheets
- Create online presentations
- Store, access, and share files online
- Create and share online forms and surveys
- Create a business website

AOS 116 : Virtual Meetings

Credits 3

Quarter Offered Winter

Set up, schedule, customize, and lead virtual meetings with Zoom and Microsoft Teams with admin tools. Manage waiting rooms and break out rooms while collaborating in real-time. Monitor chat, share files, calendars, links, and video. Create and administer polls, record meetings, save chat files, and manage security settings. Students will create and complete projects remotely. This class may include students from multiple sections

Course Outcomes

- Customize and manage admin tools and settings for virtual meetings
- Create and administer polls
- Archive chat and recorded meetings
- Set up and customize your team
- Share calendars to schedule meetings
- Use chat instead of email conversations
- Securely edit files at the same time
- Join and participate in group meetings
- Create, edit, and complete group projects
- Present group project(s)

AOS 117 : Surveys and Data Reports

Credits 2

Quarter Offered Winter

Learn the fundamentals of survey design, distribution, and data collection with common survey tools used by businesses to collect information from a specific population. Students will develop a questionnaire, collect responses, and present results in tables and charts. This class may include students from multiple sections.

Course Outcomes

- Develop a survey with various question type such as Likert, open ended, and multiple choice.
- Administer a survey to a group.
- Collect survey results and present in table and graphical formats.

AOS 120 : Digital Forms

Credits 2

Quarter Offered Spring

Create digital business forms with form fields that people can fill and sign from any device. Create custom knowledge checks, surveys, polls, questionnaires, and registrations with Microsoft Forms. Fill out PDF files, create new forms, and manage documents online with Adobe Forms. This class may include students from multiple sections.

Course Outcomes

- Create interactive digital forms
- Publish the forms
- Collect data from forms
- Analyze form results
- Track e-signature status
- View audit trails for transactions

AOS 135 : Writing Essentials

Credits 5

Quarter Offered Winter

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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 170 : Business Communications

Credits 5

Quarter Offered Spring

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. Touch keyboarding skills is recommended. This class may include students from multiple sections.

Course Outcomes

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

AOS 205 : Advanced Microsoft Word

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Prerequisites

AOS 105 or CAT 130

Course Outcomes

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

AOS 206 : Advanced Microsoft Excel

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

Prerequisites

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

Course Outcomes

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

AOS 212 : Advanced Applications of Microsoft 365

Credits 5

Quarter Offered Spring

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. AOS 205 and AOS 206 is recommended. This class may include students from multiple sections.

Prerequisites

AOS 105, AOS 106, and AOS 107

Course Outcomes

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

AOS 214 : Office Procedures and Technology

Credits 5

Quarter Offered Winter

(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. AOS 205 and AOS 206 is recommended. This class may include students from multiple sections.

Prerequisites

AOS 105, AOS 106, and AOS 107

Course Outcomes

Complete administrative activities in a realistic office environment.
Plan and write effective business correspondence.
Plan and present oral office communications.
Create and process financial reports.
Manage physical and electronic records.
Plan electronic and on-site business meetings.

Make business travel arrangements.
Research career options, market trends, job duties, and earnings.
Write targeted and focused employment documents.

AOS 260 : Internship

Credits 1-5

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.

Prerequisites

Instructor permission

Course Outcomes

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

AOS 299 : Integrated Study-Honors

Credits 2

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, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project. This class may include students from multiple sections.

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

Course Outcomes

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

American Sign Language (ASL&)

ASL& 121 : American Sign Language I

Credits 5

Quarter Offered Occasionally
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. (Elective)

Course Outcomes

Demonstrate the basic expressive and receptive functions in ASL.
Demonstrate the knowledge of essential basic vocabulary to the specific situations.
Demonstrate the expressive basic skills of narrating such as telling or summarizing short stories, utilizing ASL grammatical features.
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.
Identify the behaviors appropriate to Deaf culture through social and language functions.

ASL& 122 : American Sign Language II

Credits 5

Quarter Offered Occasionally
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. (Elective)

Prerequisites

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

Course Outcomes

Demonstrate the knowledge of essential intermediate vocabulary to the specific situations.
Demonstrate the expressive intermediate skills of dialogues, short narratives and stories utilizing ASL grammatical features.
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.
Identify the behaviors appropriate to Deaf culture through social and language functions.

ASL& 123 : American Sign Language III

Credits 5

Quarter Offered Occasionally
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. (Humanities, Elective)

Prerequisites

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

Course Outcomes

Demonstrate the knowledge of essential intermediate to advanced vocabulary to specific situations.
Demonstrate the expressive and receptive intermediate to advanced skills of dialogues and short narratives/stories, utilizing ASL grammatical features.
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.
Identify the behaviors appropriate to Deaf culture through social and language functions.

Anthropology (ANTH/ANTH&)

ANTH& 100 : Survey of Anthropology

Credits 5

Quarter Offered Fall (even year)
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. This class may include students from multiple sections. (Social Sciences, Elective)
Prerequisites
Eligibility for or completion of ENGL& 101
Course Outcomes

What is anthropology? Lectures and readings will survey the four fields of anthropology: physical anthropology, ethnology, archaeology, and linguistic anthropology.
What do anthropologists do? Anthropologists will be discussed as social scientists--their methods, areas of interest or study, and how they gather data;
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;
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.

ANTH& 204 : Introduction to Archaeology

Credits 5

Quarter Offered Spring
This course introduces students to the key concepts and methods utilized by archaeologists in the excavation, analysis, and interpretation of a variety of material evidence left by ancient societies and cultures. Students will engage in a series of practical exercises (labs) to gain hands-on experience with a variety of artifacts and techniques commonly utilized within the discipline. This class may include students from multiple sections. (Social Sciences, Elective)
Prerequisites
ENGL& 101 or concurrent enrollment
Course Outcomes

Characterize and explain the main goals, principles, theories, and scientific methods utilized in archaeology.
Describe the importance of archaeology in the understanding of ancient and modern societies.
Demonstrate an understanding of the ethical and legal issues surrounding archaeological excavations.
Describe and evaluate the strengths, weaknesses, and practical limitations of the various excavation techniques (invasive and non-invasive) commonly utilized within the field of archaeology.
Illustrate understanding of the intersection of history and anthropology as each relates to the study of archaeology.
Explain the importance of laws governing the protection, collection, and preservation of historic and cultural artifacts.

ANTH& 205 : Biological Anthropology

Credits 5

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. This class may include students from multiple sections. (Natural Sciences, Elective)
Prerequisites
ENGL& 101 or instructor permission
Course Outcomes

Human osteology
Scientific methods for studying human evolution including methods for data recovery, dating techniques, and basic analytical techniques
The place of humankind in the animal world including taxonomic theory and primate taxonomy

The biological development of humans over time including evolutionary forces, fossil markers, and the interactions with cultural evolution
Biological adaptations and variation in human populations

ANTH& 206 : Cultural Anthropology

Credits 5

Quarter Offered Spring (even year)
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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites
Eligibility for or completion of ENGL& 101

Course Outcomes

An orientation in cultural anthropology as an academic discipline;
basic information on culture, cultures, and cultural behavior from an anthropological perspective; and
a sense of culture, how culture shapes and patterns your every act, thought, and interaction.
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.
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.
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.
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.

ANTH& 210 : Indians of North America

Credits 5

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Describe general cultural and environmental characteristics of the Native American culture areas of North America,
Describe how social scientist have described the languages, human biology and archaeological heritage of the people in each of the Native American culture areas,
Recognize the indigenous and scientific views of ancient development of Native American societies in each of the culture areas
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,
Describe social and political impact of European contact in North America,
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,
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,
Analyze perspectives on the history of anthropological research in Native North America,

Analyze contemporary issues in Native North America, including development of future fishing, sea mammal hunting, land mammal hunting, gathering, logging and gaming.

ANTH& 234 : Religion & Culture

Credits 5

Quarter Offered Winter (even year)

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Evaluate religion using academic methods, such as those used in anthropology, comparative religion, and/or religious studies.
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.
Analyze the various media (e.g., texts, music, ritual, symbolism and myth, architecture, etc.) through which religious knowledge and belief are expressed.
Explore the interplay between religious belief systems and religious practice.
Evaluate relationships between religion and the social/cultural context, especially in relation to nationalism, politics, and globalization.
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.
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.

ANTH 212 : The Archaeology of Death and Burial

Credits 5

Quarter Offered Winter

This course examines a variety of burial practices found throughout the Ancient Near East and Mediterranean. Students will examine the similarities and differences in various burial practices and related religious beliefs not only across regions but also time periods. This course explores burial practices beginning in Late Neolithic through Early Medieval Period (4000 BCE thru 600 CE). This class may include students from multiple sections. (Elective)

Prerequisites

ENGL& 101, ANTH& 204 or ANTH& 206, or instructor permission

Course Outcomes

Explain a broad-range of archeological approaches, techniques, and theoretical models which are utilized in the excavation, analysis, and interpretation of a variety of evidence left by ancient societies of the Mediterranean, ANE and Europe (c. 4000 thru 600 CE).
Differentiate common burial typologies (cremation, inhumation, pit, urn, tomb, etc.).
Describe the possible relationship(s) between burial practices and the creation of monumental structures.
Explain common features of inhumation burials, such as positioning and the inclusion of grave goods.
Demonstrate the role votive objects played in the veneration of ancestral spirits (found in the post-burial deposits).
Explain the necessity of culturally-sensitive excavation and removal practices involving human remains within the fields of anthropology and archaeology.
Conduct research that utilizes methodologies commonly associated with anthropology and archaeology.

ANTH 220 : Pacific Northwest Coast Peoples- Past & Present

Credits 5

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Characterize the general and culturally significant environmental features of the Northwest Coast of North America,
Understand how social scientist have described the languages, human biology and archaeological heritage of the people in this region,
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,
Describe the history of anthropological research in this area,
Characterize the anthropological/archaeological research in the major cultural regions of the Northwest Coast
Identify the underpinnings of current political configurations of tribes/bands in the Northwest,
Recognize contemporary issues in the region, including development of future fishing, sea mammal hunting, land mammal hunting, gathering, logging and gaming,
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 Nuu-chah-nulth on the West Coast of Vancouver Island.

ANTH 238 : The Archaeology of Ritual and Religion

Credits 5

Quarter Offered Fall

This course provides a comprehensive overview of the theories, methodologies, and principles used in the examination of the origins and development of religious beliefs and practices ranging from the Paleolithic through Modern Period. Topics range from gender rites to rites of passage, from ritual feasting to ritual fasting, from normative practices to taboos, sacred landscapes to profane utterances. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

ENGL& 101

Course Outcomes

Explain the key theoretical frameworks which have been used to examine the development of religious beliefs and practices among Homo sapiens.
Describe phenomenological, culturally-affirming, and socially-normative religious practices.
Compare and contrast animistic and anthropomorphic belief systems.
Identify the similarities and differences in religious beliefs between various cultural groups surveyed during the course.
Explain the key anthropological theories associated with the development of hierarchical religious systems beginning in early agrarian societies.
Demonstrate the distinctions between communal, domestic, and personal religious practices.
Illustrate the concept of cultural diffusion and the role it plays in religious syncretism.

ANTH 240 : Folklore and Traditional Tales

Credits 5

Quarter Offered Winter (odd year)

This course examines the cross-cultural motifs associated with myths, folklore, and traditional tales from around the world. Students will explore a variety of theoretical perspectives on the cultural meanings and functions of myth, including insights from anthropology, sociology and psychology. The course will guide students in interpreting and experiencing folklore through both traditional methods and modern media. Students will have opportunities to engage in projects that may include collecting oral histories, creating digital archives, and producing multimedia presentations. These activities will help students understand the significance of folklore in cultural expression and preservation, while also developing practical skills in digital storytelling. This class may include students from multiple sections. (Elective)

Course Outcomes

Explain how folklore shapes national, regional, and ethnic identities.
Describe the role folklore plays in the expression and preservation of culture.

Identify/interpret examples of various folk genres such as myth, legend and folktales.
Identify recurring themes and motifs found in folklore and traditional tales as well as the function(s) of nature myths, creation myths, pourquoi (why) tales, wonder tales, and animal tales.
Explain why the examination of folklore is so vitally important in ethnographic studies.
Develop practical skills and methodology in storytelling, including the use of digital tools for collecting, archiving, and presenting oral histories and traditional stories.
Construct their own folklore or mythic tale using key concepts of anthropology and ethnography.

ANTH 275 : Archaeology Field School (Irchester)
Credits 5

Quarter Offered Summer
Students will participate in a two-week archaeological field school facilitated by the University of Leicester, at the Romano-British site of Irchester in the United Kingdom. During which time students will develop a variety of hands-on techniques, including but not limited to excavation, recording, and post-excavation analysis. This class may include students from multiple sections. (Elective)
Prerequisites
ENGL& 101, ANTH& 204 or ANTH& 206
Course Outcomes
Explain the key characteristics of modern methodological excavation techniques.
Demonstrate common collection and recording/documentation practices.
Demonstrate and practice workplace safety in and around archaeological sites.
Examine ethical and legal issues concerning the excavation of artifacts and/or human remains.
Demonstrate familiarization with various forms of material cultural common to Romano-British sites.
Define terms, phrases, and abbreviations commonly used by professonial archaeologists.
Demonstrate proper use of common archaeological tools and instruments such as shovel, spade, trowel, measuring tape, auto-level, and total station.

Art (ART/ART&)

ART& 100 : Art Appreciation

Credits 5

Quarter Offered Fall, Winter, Summer

Study of two and three dimensional art concepts. Lectures and selected art projects. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

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

ART 101 : Two Dimensional Design Concepts

Credits 5

Quarter Offered Occasionally

Applies principles of art, combining theories of creative thinking and modern design. Problems in organization of compositional elements and two dimensional space concepts. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 102 : Interaction of Color in Design

Credits 5

Quarter Offered Occasionally

Color theory based on traditional and contemporary color theories. Study of painting, materials, and techniques. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 103 : Three Dimensional Form in Design

Credits 5

Quarter Offered Occasionally

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 104 : Drawing: Methods/Material

Credits 5

Quarter Offered Fall, Spring

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 105 : Color & Form in Drawing

Credits 5

Quarter Offered Winter

Intensive study of color and drawn forms offers new approach for seeing. Time divided between traditional and contemporary drawing techniques. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 106 : Exploration in Drawing

Credits 5

Quarter Offered Occasionally

Experimental drawing, experience of drawing and seeing and possibilities of extending traditional concepts about drawing. This class may include students from multiple sections. (Humanities-Performance, Elective)

Prerequisites
ART 104 or instructor permission
Course Outcomes
Identify and apply the elements of art used in drawings and critiques.
Identify and apply the principles of art used in drawings and critiques.
Identify and apply the components used to achieve aesthetics in drawings.
Demonstrate technical ability and competence through projects involving the use of various drawing mediums.
Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
Develop some cultural awareness of drawing practice and history.
Produce drawings with a focus on aesthetic variation, experimentation, and original work.

ART 109 : Introduction to Printmaking
Credits 5

Quarter Offered Fall
Printmaking from past through present. Study and application of basic printmaking techniques, concepts, and media. Covers linocuts, woodcuts, multicolor prints, and experimental monotypes. Introduces relief and intaglio techniques, with an emphasis on small editions. This class may include students from multiple sections. (Humanities-Performance, Elective)

This class has a $20 printmaking course fee.
Course Outcomes
Identify the four types of fine art printmaking and demonstrate technical ability and competence in two or more of the four forms.
Identify the elements of art as related to image making and critique.
Develop some understanding of the cultural context of related works of art, both historically and culturally.
Demonstrate the ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as ones own, including conceptual aspects of art, thematic content, meaning, etc.
Develop images through a series of proofs, print small editions of those images by hand and on the press, and present work professionally by signing, numbering, matting and photographing work.
Exercise drawing skills and learn to translate drawings into prints using appropriate printmaking methods for a variety of visual results.
Demonstrate the ability to respond to constructive criticism and to revise and improve works in progress.

ART 110 : Introduction to Painting
Credits 5

Quarter Offered Fall, Winter, Spring
Painting from past through present. Exploration of beginning painting techniques, concepts, composition problems. This class may include students from multiple sections. (Humanities-Performance, Elective)
Course Outcomes
Identify and apply the elements of art used in Paintings and critiques.
Identify and apply the principles of art used in Paintings and critiques.
Identify and apply the components used to achieve aesthetics in Paintings.
Demonstrate technical ability and competence through projects involving the use of painting mediums.
Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
Develop some cultural awareness of painting practice and history.

ART 112 : Life Drawing
Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

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

ART 126 : History of Art I

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Gain an understanding of some of the historical traditions in the visual arts.
Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
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.
Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
Experience a visual art location outside of the classroom and reflect upon the experience.

ART 127 : History of Art II

Credits 5

Quarter Offered Winter

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 may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Gain an understanding of some of the historical traditions in the visual arts.
Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
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.
Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
Experience a visual art location outside of the classroom and reflect upon the experience.

ART 128 : History of Art III

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Gain an understanding of some of the historical traditions in the visual arts.
Describe, analyze, interpret, understand, and discuss selected works from the history of visual art.
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.
Define art terminology from the course content and correctly apply it correctly in context of historical works of visual art.
Identify the geographical location an artwork came from and the artist responsible for its creation when possible.
Experience a visual art location outside of the classroom and reflect upon the experience.

ART 205 : Intermediate Painting

Credits 5

Quarter Offered Fall, Winter, Spring

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

Prerequisites

ART 110 or instructor permission

Course Outcomes

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

ART 206 : Advanced Painting

Credits 5

Quarter Offered Fall, Winter, Spring

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 may include students from multiple sections. (Elective)

Prerequisites

ART 205 or instructor permission

Course Outcomes

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

ART 224 : Introduction to Ceramics: Hand Building
Credits 5

Quarter Offered Fall, Winter, Spring
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 hand building techniques and processes to create three dimensional sculptural forms. This class may include students from multiple sections. (Humanities-Performance, Elective)

This class has a $120 ceramics supply course fee.
Course Outcomes

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

ART 225 : Introduction to Ceramics: Wheel Throwing
Credits 5

Quarter Offered Fall, Winter, Spring
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 may include students from multiple sections. (Humanities-Performance, Elective)

This class has a $120 ceramics supply course fee.
Course Outcomes

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

ART 226 : Intermediate Ceramics: Hand Building
Credits 5

Quarter Offered Fall, Winter, Spring
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 may include students from multiple sections. (Elective)

This class has a $140 ceramics supply course fee.
Prerequisites
ART 224 or instructor permission
Course Outcomes

Identify and apply the elements of art used in ceramic artwork and critiques.
Identify and apply the principles of art used in ceramic artwork and critiques.

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

ART 227 : Intermediate Ceramics: Wheel Throwing
Credits 5

Quarter Offered Fall, Winter, Spring
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 may include students from multiple sections. (Elective)

This class has a $140 ceramics supply course fee.
Prerequisites
ART 225 or instructor permission
Course Outcomes
Identify and apply the elements of art used in ceramic artwork and critiques.
Identify and apply the principles of art used in ceramic artwork and critiques.
Identify and apply the components used to achieve aesthetics in ceramic artworks.
Demonstrate an increased technical ability and competence through projects involving the use of the ceramic mediums.
Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
Develop an increased cultural awareness of ceramic visual arts practice and history.
Demonstrate appropriate health and safety practices in the ceramics studio.

ART 260 : Special Topics in Studio Art (Ceramics)
Credits 1-5
Quarter Offered Fall, Winter, Spring
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. This class may be repeated up to twenty credits. This class may include students from multiple sections. (Elective)

This class has a $32/credit ceramics supply class fee.
Course Outcomes
Identify and apply the elements of art used in artwork and critiques.
Identify and apply the principles of art used in artwork and critiques.
Identify and apply the components used to achieve aesthetics in artworks.
Demonstrate an increased technical ability and competence through projects involving the use of the medium/s being studied.
Demonstrate an increased ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.
Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.
Develop an increased cultural awareness of visual arts practice and history.
Demonstrate appropriate health and safety practices in the studio.

Astronomy (ASTR&)

ASTR& 100 : Survey of Astronomy

Credits 5

Quarter Offered Winter, Spring, Summer

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. This class may include students from multiple sections. (Natural Sciences, Elective)

Course Outcomes

Describe and explain why we have seasons, tides, see phases of the Moon, and how our geocentric model of the universe came to be.

Describe and explain Newton's laws (motion and gravity), and how we can understand the universe using light.

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.

Describe and explain the birth, life, and death processes of stars, and their remains.

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.

Identify the constellations visible from the northern hemisphere and relate some of the mythology of them.

Automotive Technology (ATEC)

Admission to the Automotive Technology program is currently paused. Updates regarding the program's status will be posted on the College's website as they become available.

ATEC 181 : Automotive Safety & Tools
Credits 2

Quarter Offered Fall, Spring
Students will learn how to use automotive hand tools and industry specific and equipment for electrical, gas, and diesel vehicles. Emphasis on automotive shop safety, personal protective equipment, and hazardous materials handling. Class includes overview of Automotive Service Excellence (ASE) certification standards. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Course Outcomes

Recognize unsafe situations that may occur in an automotive repair shop
Identify the safety precautions and procedures when working with electrical, gas, and diesel vehicles in a repair shop setting
Describe the proper application of safety procedures for electrical, gas, and diesel vehicles
Demonstrate safe operation of available equipment.
Demonstrate use of appropriate hand tools and diagnostic equipment.

ATEC 182 : Basic Electrical for Automotive
Credits 4

Quarter Offered Fall, Spring
Students will learn basic automotive electronics, starting and charging systems, and electrical diagnosis. Emphasis on basic electronics, and properly using a multimeter to identify wiring faults, and evaluating electrical systems performance for new and late model electrical and gas vehicles. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Course Outcomes

Troubleshoot electrical system components and configurations
Demonstrate knowledge of electrical series, parallel, and series-parallel circuits using principles of electricity
Demonstrate proper use of a digital multimeter when measuring source voltage, voltage drop, grounds, current flow, and resistance
Identify cause and effect from shorts, grounds, opens, and resistance problems in electrical/electronic circuits
Remove, inspect, and replace electrical components

ATEC 183 : Gas & Diesel Vehicles
Credits 4

Quarter Offered Fall, Spring
Survey of gas and diesel engine vehicles, including vehicle service information such as fluid type, internal combustion engine operation, vehicle service history, service precautions, technical service bulletins, and recalls. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Course Outcomes

Inspect engine assembly for fuel, oil, coolant, and other leaks

Identify cylinder head and valve train components and configurations
Identify engine block assembly components and configurations
Identify lubrication and cooling system components and configurations
Perform engine oil and filter change per manufacturer specifications

ATEC 184 : Special Topics in Automotive
Credits 5

Quarter Offered Winter, Summer
Students will explore special topics in automotive including specialized manufacturer trainings, research emerging electrical vehicle trends, identify restoration and late model vehicle repair considerations, and identify innovative technologies that will impact the future automotive industry. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Prerequisites
ATEC 181, 182, 183 and 187 or instructor permission
Course Outcomes
Compare and contrast manufacturer maintenance and repair requirements.
Explore current and future automotive and electrical vehicle trends such as intelligent and connected vehicles.
Present special topics projects in class.

ATEC 185 : Electrical Vehicles
Credits 4

Quarter Offered Winter, Summer
Survey of how to service, diagnose and repair hybrid-electric vehicles, plug-in hybrid-electric vehicles, and battery-electric vehicles. Emphasis on normal operation of hybrid and electric vehicles, low-voltage and high-voltage battery types, electric motor types and other EV/Hybrid specific components and safety standards pertaining to EV/Hybrid vehicles. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Prerequisites
ATEC 181, 182, 183 and 187 or instructor permission
Course Outcomes
Identify laws, regulations, standards, and safety equipment pertaining to high-voltage components on hybrid and electric vehicles.
Define different EV types, driving range, regenerative braking, drivetrain modes, and electric vehicle supply equipment.
Describe normal operation of hybrid and electric vehicles, low-voltage and high-voltage battery types, electric motor types and other EV/Hybrid specific components.
Service, diagnose and repair hybrid-electric vehicles, plug-in hybrid-electric vehicles, and battery-electric vehicles.

ATEC 186 : Automotive Diagnostics
Credits 5

Quarter Offered Winter, Summer
Troubleshoot and diagnose new and late model electrical and gas vehicles. Students will learn diagnostic methods, identify engine performance and battery issues, read computerized control system components, and customer service skills. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Prerequisites
ATEC 181, 182, 183 and 187 or instructor permission
Course Outcomes
Diagnose common automotive issues and recommend/perform proper repairs.
Identify and interpret engine performance concerns; determine needed action.

Diagnose abnormal engine noises or vibration concerns; determine needed action.
Diagnose the cause of excessive oil consumption, coolant consumption, unusual exhaust color, odor, and sound; determine needed action.
Identify computerized control system components and configurations.
Access and use service information to perform step-by-step (troubleshooting) diagnosis.

ATEC 187 : Preventative Maintenance & Inspection
Credits 5

Quarter Offered Fall, Spring
Students will learn how to perform multi-point inspections on electrical and gas vehicles. Create an inspection report and perform various preventative maintenance procedures. Students will Identify pertinent information relevant to the maintenance schedule of a particular vehicle and present an action plan to their customers. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Course Outcomes
Identify pertinent information relevant to the maintenance schedule of a particular vehicle.
Perform multi-point inspection and complete a vehicle inspection report.
Perform various preventative maintenance tasks such as oil change, tire balancing/rotation, and check fluid levels.
Create a plan of action for each specific service or diagnostic situation and make appropriate customer recommendations.

ATEC 291 : Internship
Credits 1

Quarter Offered Winter, Summer
Students will learn and apply new skills on in a workplace setting while being mentored an automotive professional. This class may include students from multiple sections.

This class has a $60 Automotive Technology course fee.
Prerequisites
ATEC 181, 182, 183 and 187 or instructor permission
Course Outcomes
Apply automotive skills in a workplace setting.
Identify individual strengths and weaknesses related to workplace skills and behaviors.
Acquire new workplace skills and behaviors.
Demonstrate effective communication and interpersonal behaviors in the workplace.
Demonstrate initiative and time management in a workplace setting.

Basic Education for Adults (BASED)

BASED 1 : Educational Interview

Credits 1-8

Orientation to the program focusing on goal-setting, identifying strategies to reach short and long term educational goals and develop a plan of action. Also for course outcomes that include portfolio development that integrates basic skills instruction in reading, writing, listening, speaking, and math. May include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 4 : Adult Basic Education I

Credits 1-20

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide basic skills in reading, writing, mathematics, social studies, and science, Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 5 : Adult Basic Education II

Credits 1-20

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide basic skills in reading, writing, mathematics, social studies, and science. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 6 : Adult Basic Education III

Credits 1-20

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide basic skills in reading, writing, mathematics, social studies, and science. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 7 : Adult Basic Education IV

Credits 1-20

Small groups, individualized instruction, tutoring, and hands-on learning experiences to provide basic skills in reading, writing, mathematics, social studies, and science. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 13 : English as a Second Language I

Credits 1-15

Beginning ESL literacy. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 14 : English as a Second Language II

Credits 1-15

Low Beginning ESL. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 15 : English as a Second Language III

Credits 1-15

High Beginning ESL. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 16 : English as a Second Language IV

Credits 1-15

Low Intermediate ESL. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 17 : English as a Second Language V

Credits 1-15

High Intermediate ESL. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 18 : English s a Second Language VI

Credits 1-15

Low Advanced ESL. For persons for whom English is a non-native language. Includes practice in reading, writing, speaking, and listening. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
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.
Speak and write about level-appropriate complex literary and informational texts and topics.
Construct level-appropriate oral and written claims and support them with reasoning and evidence.
Conduct research and evaluate and communicate findings to answer questions or solve problems.
Analyze and critique the arguments of others orally and in writing.
Adapt language choices to purpose, task, and audience when speaking and writing.
Determine the meaning of words and phrases in oral presentations and literary and informational text.
Create clear and coherent level-appropriate speech and text.

BASED 38 : Adult Secondary Education Level I

Credits 1-20

For adult education students with a goal of improving their academic skills to earn a high school diploma, earn a GED and/or transition to higher education who, at intake, have credits placing them at 9th or 10th grade. Permission of instructor required. This class may include students from multiple sections.

BASED 39 : Adult Secondary Education Level II

Credits 1-20

For adult education students with a goal of improving their academic skills to earn a high school diploma, earn a GED and/or transition to higher education who, at intake, have credits placing them at 11th or 12th grade. Permission of instructor required. This class may include students from multiple sections.

BASED 40 : Contemporary World Issues

Credits 1-20

High School credit courses that meet state high school graduation requirements for Contemporary World Problems (AKA Contemporary World Issues). Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

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.
Read and comprehend history/social studies texts 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 in order to address a question or solve a problem.
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 analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.

BASED 41 : Fine Arts

Credits 1-20
High School credit courses that meet state high school graduation requirements for Fine/Visual/Performing Arts. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

BASED 42 : English for Basic Education for Adults

Credits 1-20
High School credit courses that meet state high school graduation requirements for English. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

BASED 43 : Math

Credits 1-20
High School credit courses that meet state high school graduation requirements for Math. Permission of instructor required. This class may include students from multiple sections.

BASED 44 : Occupational Education

Credits 1-20
High School credit courses that meet state high school graduation requirements for Occupational Education. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

BASED 45 : Science with Lab

Credits 1-20
High School credit courses that meet state high school graduation requirements for Science with Lab component. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

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.
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.
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.

BASED 46 : US History

Credits 1-20
High School credit courses that meet state high school graduation requirements for U.S. History. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

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.
Read and comprehend history/social studies texts 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 in order to address a question or solve a problem.
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 analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.

BASED 47 : Washington State History

Credits 1-20
High School credit courses that meet state high school graduation requirements for Washington State History. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

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.
Read and comprehend history/social studies texts 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 in order to address a question or solve a problem.
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 analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.

BASED 48 : Social Studies-General

Credits 1-20
For the adult education student who is improving their general social studies academic skills to earn a high school diploma, or a GED certificate, or transition to higher education. Permission of instructor required.

BASED 49 : Health

Credits 1-20
High School credit courses that meet state high school graduation requirements for Health Education. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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.

BASED 51 : HSE Math I Arithmetic

Credits 1-20
Arithmetic course. High School credit course that meets state high school graduation requirements for Washington State. Permission of instructor required. This class may include students from multiple sections.
Course Outcomes
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.

BASED 56 : Civics

Credits 1-20
Civics course is meant to fulfill the social studies requirement for HS21+ students that are working towards completing their High School Diploma. This course will include federal, state and local government organization and procedures. It will also include information about rights and responsibilities of citizens in Washington State and United States Constitutions. The student will cover electoral issues, including elections, ballot measures, initiatives, and referendum. This class may include students from multiple sections.
Course Outcomes

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.
Read and comprehend history/social studies texts 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 in order to address a question or solve a problem.
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 analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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.

BASED 58 : Physical Education

Credits 1-20

High school credit courses that meet state high school graduation requirements for Washington State PE (fitness). Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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.

BASED 59 : Science

Credits 1-20

High school credit courses that meet state high school graduation requirements for science. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

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.

BASED 63 : Introduction to Algebra

Credits 1-20

Equivalent to MATH 63. High School credit course that meets state high school graduation requirements for Washington State. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

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.

BASED 80 : World Languages

Credits 1-20

This theme-based course focuses on world languages with an independent study option for high school credit in world languages. Students can choose from multiple languages such as Spanish, French, American Sign Language, or Klallam. This class may include students from multiple sections.

Course Outcomes

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. (CCRS Reading Anchor 4)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCRS Reading Anchor 7)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCRS Writing Anchor 4)
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. (CCRS Speaking and Listening Anchor 1)
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRS Speaking and Listening Anchor 2)

BASED 90 : Essentials of Intermediate Algebra

Credits 1-20

Equivalent to MATH 90. High School credit course that meets state high school graduation requirements for Washington State. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

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.

BASED 98 : Intermediate Algebra for Calculus

Credits 1-20

Equivalent to MATH 98. High School credit course that meets state high school graduation requirements for Washington State. Permission of instructor required. This class may include students from multiple sections.

Course Outcomes

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.

Behavioral Healthcare (BHAV, Bachelor of Applied Science)

BHAV 320 : Social and Cultural Diversity in Behavioral Health
Credits 5

Quarter Offered Winter
This course examines how cultural, biological, and social diversity affect thought and behavior. It presents current theories and practices for working with diverse populations in the behavioral health field and fosters the understanding and application of cultural diversity, cultural competency, self-awareness, social justice, and advocacy. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes

- Describe how culture, cultural identity, and intersectionality are related to behavioral health and behavioral healthcare.
- Explain how culture and stigma can influence help-seeking behaviors.
- Analyze the impacts of local, state, and national public policies on the quality and accessibility of behavioral health services.
- Examine how one's own social statuses, culture-bound worldviews, assumptions, biases, and experiences influence counseling interactions.
- Demonstrate the ability to modify counseling theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- Describe how oppression, power, privilege, racism, and discrimination impact clients of diverse populations and the therapeutic relationship.
- Examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- Demonstrate comprehension of the multi-faceted aspects of gender, gender identity, and sexuality.

BHAV 321 : Overview of Behavioral Health Disorders
Credits 5

Quarter Offered Fall
This course offers students the opportunity to learn about various aspects of common behavioral health disorders. Students will develop the ability to identify behavioral health issues including anxiety, depression, bipolar, psychotic disorders, substance use disorders, childhood disorders and other disorders within the DSM-5-TR. This course will examine the relationship between knowledge and skills necessary to conduct systematic and culturally sensitive assessments, intervention and treatment recommendations. Reviewing evidence-based interventions, students survey the range of effective and promising treatments for common mental health disorders. This class may include students from multiple sections. (Social Sciences)

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes

- Define the terms behavioral health, mental disorder, and abnormal behavior.
- Demonstrate the ability to carry out a brief behavioral health screen, navigate and access the psychiatric behavioral health system, and communicate with behavioral health providers across the treatment continuum.
- Illustrate how to recommend outpatient, crisis and inpatient treatment.
- Discuss the use of Diagnostic and Statistical Manual of Mental Disorders (DSM) when working with specific populations.
- Identify and explain the concept of functional impairment.

Illustrate understanding of how to assess risk.

BHAV 330 : Counseling Ethics and Scope of Practice
Credits 5

Quarter Offered Winter
This course provides a broad understanding of ethics, legal standards, and professional responsibilities in behavioral health with an emphasis on counseling ethics. Students explore behavioral health professionals' responsibilities to themselves, clients, colleagues, and society. Facilitates an understanding of ethical standards and ethical decision-making, professional boundaries, confidentiality, and federal and state laws pertaining to specific populations and situations in the behavioral health field. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes
Synthesize common themes in professional associations' ethical standards or codes of conduct.
Define person-first and client-centered care and generate examples.
Articulate how to support the rights of clients, including their rights to confidentiality, informed consent, self-determination, and least-restrictive treatment options.
Determine when and how to report suspicions of abuse, exploitation, neglect, danger to self, and danger to others.
Explain examples of racism, sexism, and other types of discrimination and societal structures or systems which facilitate inequality.
Formulate strategies to avoid the disclosure of personal information which has the potential to interfere with clients' work toward recovery.
Describe how to advocate to the state legislature and executive branch for the policy change.
Distinguish the scope of professional practice in a variety of roles in care provision.
Describe current standards of the "Duty to Warn" and mandated reporting.

BHAV 332 : Behavioral Health Systems of Care
Credits 5

Quarter Offered Fall
This course reviews and prepares students to practice within the systems which provide prevention, intervention, and treatment for mental health issues in clinical mental health settings. This course surveys behavioral healthcare systems, with emphases on local, outpatient, and publicly-funded care. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes
Identify and explain the range of privately- and publicly-funded local behavioral health care systems, including outpatient, crisis care, and impatient services.
Outline community resources in order to recommend local urgent, hospital, and primary care medical services
Connect clients with appropriate professional services based on their degree of risk for suicide.
Assess the impact of governmental influences on behavioral healthcare, such as funding, public safety, access to treatment, criminal prosecution and/or involuntary treatment.
Detail the eligibility criteria and application process for publicly-funded, outpatient behavioral healthcare
Compare and contrast the responsibilities of primary care medicine and behavioral healthcare.
Analyze the appropriateness of different treatment options

BHAV 340 : Professional Development for Behavioral Health
Credits 5

Quarter Offered Fall
Prepares students for field entry through resume and goal preparations, scheduling interviews, self-assessment, supervision discussions, and site selection. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes

- Identify behavioral healthcare or human services jobs that interest them and for which they are qualified.
- Describe the duties and desired characteristics of behavioral healthcare or human services supervisors.
- Identify multiple options for continued professional education, including formal coursework, trainings, professional journals, peer-to-peer communication, etc.
- Evaluate personal readiness for a practicum/work setting and set preliminary learning goals.
- Create a resume, research agencies, select a site, prepare for an interview, and engage in clinical documentation.
- Explain the requirements, tasks, challenges, and responsibilities required to ensure success in a practicum/work setting.
- Assess potential practicum sites for alignment with personal goals.

BHAV 400 : Case Management
Credits 5

Quarter Offered Spring
Overview of case management within the context of human services delivery. Students develop observation, problems-solving, recording and relationship building skills through the exploration of the case management process which includes client engagement and assessment, interview techniques and collection of client information. Students learn how to plan and develop a case file, refer clients for services, monitor the services coordination process and terminate a case. They also explore professional responsibility and cultural diversity in the context of case management practice. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes

- Analyze the primary roles and responsibilities of case managers in Behavioral Health and Human Services settings
- Demonstrate interpersonal skills to support and guide clients/families/significant others receiving case management services
- Identify and articulate the unique case management issues that come into play while working with specific populations
- Demonstrate the ability to complete client-centered assessments, identifying areas of problems and strengths
- Develop mutually agreed upon goals with clients and develop appropriate service plans from these goals
- Apply detailed, step-by-step information on how to record impressions and recommendations effectively
- Apply knowledge to forms and letter writing to practice compiling and sending information throughout the management of a case
- Identify community resources and demonstrate the ability to make necessary and appropriate referrals to community providers
- Apply knowledge to simulations that represent an extremely broad range of possible circumstances in the field
- Describe the process and techniques of case management

BHAV 420 : Assessment and Goal Planning
Credits 5

Quarter Offered Fall

Students will learn to identify a client's presenting problem and demonstrate how to arrive at the client's goal. Learning to effectively explore the clients' unique circumstances and partner with client to develop a client driven and person-centered course of action; Screening clients, intake processes, assessments, achieving client-identified goals, and synthesis of assessment and its impact on the "Golden Thread" model. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Behavioral Healthcare BAS Program Admittance

Course Outcomes

Recognize fundamental principles of assessment within the context of behavioral health.
Develop proficiency in administering and interpreting standardized assessment tools commonly used in behavioral health settings, such as screeners and symptom checklists.
Formulate comprehensive assessments that consider cultural, social, and environmental factors influencing individual behavior and mental health.
Construct evidence-based treatment plans and interventions based on assessment data.
Reproduce practical skills in collaboratively setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals with clients to guide the treatment process effectively.
Define best practices for monitoring and evaluating progress toward treatment goals, including outcome measurement and feedback mechanisms.
Apply knowledge and skills acquired through case studies, simulations, and experiential learning opportunities to effectively engage with clients and promote positive behavioral health outcomes.
Identify the concept of the Golden Thread and construct treatment plans based on the concept.
Outline the various clinical admission criteria in behavioral health, including “medical necessity” principles.

BHAV 430 : Trauma-Informed Care

Credits 5

Quarter Offered Spring

This course offers an overview of the various types of trauma and the impact they have on individuals, couples, families, and communities. Students who complete the course will gain the knowledge, skills and dispositions required by behavioral health professionals to utilize trauma-informed intervention and treatment principles and successfully assist in a time of crisis. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Behavioral Healthcare BAS Program Admittance

Course Outcomes

Summarize specific intervention and treatment principles that guide clinicians, other behavioral health workers, and administrators in becoming trauma-informed and in creating a trauma-informed organization and workforce
Delineate types of trauma; distinguish among traumas that affect individuals, groups, and communities; describe trauma characteristics; and address the socioecological and cultural factors that influence the impact of trauma
Evaluate the impact of trauma, trauma-related stress reactions and associated symptoms, and common behavioral health and substance use disorders associated with trauma
Delineate screening and assessment processes and tools that are useful in evaluating trauma exposure, its effects, and client intervention and treatment needs
Evaluate clinical issues that counselors and other behavioral health professionals may need to know and address when treating clients who have histories of trauma
Evaluate specific treatment models for trauma, distinguishing integrated models (which address substance use disorders, mental disorders, and trauma simultaneously) from those that treat trauma alone
Evaluate programmatic and administrative practices that will help behavioral health program administrators increase the capacity of their organization to deliver trauma-informed services
Illustrate how trauma and substance abuse are related
Describe the concepts of secondary and vicarious trauma

BHAV 440 : Family Systems

Credits 5

Quarter Offered Winter

This course will introduce students to the theory in family strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills gained through reading, lectures, and video. This class may include student from multiple sections. (Social Sciences)

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Behavioral Healthcare BAS Program Admittance

Course Outcomes

Articulate a fundamental understanding of family systems theories.
Describe assessment, treatment planning, intervention, and evaluation in family systems.
Describe family developmental processes as they relate to the family life cycle.
Describe how problems develop, are maintained, and are resolved within a family system.
Describe families as distinct cultural systems, embedded in and influenced by other sociocultural systems.
Define the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

BHAV 450 : Advanced Counseling Techniques

Credits 5

Quarter Offered Spring

This course provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical background, key concepts, the counseling process, counseling techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in counseling practice. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Behavioral Healthcare BAS Program Admittance

Course Outcomes

Define, implement, and practice major theoretical models of counseling and rapport building
Explain a systems approach to conceptualizing clients cases
Apply basic therapeutic techniques used by each theoretical approach during in-class demonstrations
Describe the multicultural and diversity effectiveness of each theory
Evaluate and demonstrate the appropriate use of techniques associated with selected alternative and emerging therapies
Demonstrate skills of referral and advocacy
Identify issues specific to various social and cultural groups, including those based on gender race, ethnicity, social class, and ability
Demonstrate the ability to assess for difficulties in the areas of addictive behavior, depression, suicidality and/ or homicidal and violent behavior
Evaluate the emerging role of technology-based counseling
Participate in facilitating groups
Define and describe dialectical behavioral therapy (DBT) and cognitive behavioral therapy (CBT)
Analyze major theories of human development
Explore evidence-based modalities of treatment
Apply the theory of Motivational Interviewing

BHAV 455 : Neurology of Behavioral Health

Credits 5

Quarter Offered Spring
This course explores the relationship between neurology and behavioral health, examining the biological basis of various behavioral health disorders. Students will gain an understanding of the neurological mechanisms, etiology, clinical presentation, and treatment options for these disorders. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance
Course Outcomes

- Develop a foundational understanding of the structure and function of the brain and its significance in shaping human behavior.
- Examine the neurobiological basis of behavioral health disorders, including the involvement of neurotransmitters, brain regions, and neural circuits in these conditions.
- Investigate the potential causes and risk factors associated with the development of behavioral health disorders, such as genetics, environmental influences, and stressors.
- Develop research skills by critically analyzing scientific literature related to the neurology of behavioral health disorders and encouraging students to engage in research projects.
- Demonstrate an understanding of NEAR (Neurobiology, Epigenetics, Adverse Childhood Experiences and Resilience research) science, intellectual disabilities, learning disorders, epigenetics, traumatic brain injury, nature nurture.

BHAV 465 : Internship
Credits 1-5
Quarter Offered Fall, Winter, Spring, Summer
Through supervised clinical experience, the student begins hands-on training in a behavioral health/human services field, focusing on: intake interviewing, case management, assessment of client/consumer needs, intervention strategies, individual and group counseling, outreach activities, recording procedures, appropriate use of community referral and networking resources, staff relations, and inter-agency communication. This class may be repeated for up to a total of ten credits. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Behavioral Healthcare BAS Program Admittance; BHAV 320, BHAV 321, BHAV 330, BHAV 332, BHAV 340, BHAV 400, BHAV 430, BHAV 450
Course Outcomes

- Integrate theoretical classroom learning with experiential learning to implement professionalism and best practices related to behavioral health in a community agency setting
- Articulate the mission, history, and services of the placement agency
- Outline the charting procedures and paperwork requirements for entry level positions at the practicum site
- Explain the procedures for admission to and discharge from the host program
- Outline the community resources used by the placement agency
- Create personal learning objectives in measurable terms appropriate to practicum setting
- Demonstrate increase in self-knowledge and awareness of strengths and limitations
- Demonstrate ability to relate effectively with clients in an ethical and culturally sensitive manner
- Demonstrate successful work relationships with agency administrator, supervisors, and colleagues in the practicum setting

BHAV 471 : Behavioral Healthcare Program Capstone
Credits 5

Quarter Offered Spring
Serves as the culmination of the bachelor's degree in Behavioral Health, integrating theoretical knowledge and practical skills acquired throughout the program. Students will engage in a comprehensive project or research initiative, addressing a real-world issue in behavioral health. This course emphasizes critical thinking, evidence-based practices, and interdisciplinary collaboration, with students developing solutions or interventions to

improve mental health care outcomes. Through the capstone, students will demonstrate their competency in areas such as clinical practice, policy development, community outreach, and program design. The Behavioral Health Capstone will give students the opportunity to select from 3 project options related to the field of behavioral health. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Behavioral Healthcare degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Behavioral Healthcare BAS Program Admittance; Completion of at least 60 credits of BHAV courses

Course Outcomes

Synthesize Knowledge: Integrate and apply core concepts from psychology, counseling, and social work to a behavioral health issue.

Develop a Project/Intervention: Design and implement a research project, community initiative, or clinical intervention that addresses an identified need in behavioral health.

Demonstrate Critical Thinking: Analyze complex behavioral health cases, policies, or community needs, and develop strategic solutions using evidence-based practices.

Collaborate Effectively: Work collaboratively with peers, stakeholders, or interdisciplinary teams to achieve project goals.

Showcase Professionalism: Demonstrate ethical decision-making, cultural competence, and professional communication throughout the project development and execution.

Evaluate Impact: Assess the effectiveness of the project or intervention and reflect on its potential to improve behavioral health outcomes.

Biology (BIOL/BIOL&)

BIOL& 100 : Survey of Biology with Lab
Credits 5

Quarter Offered Fall, Winter, Summer
Introduction to the structural and functional characteristics of life. Surveys the evolutionary, ecological, cellular, and genetic biology of living organisms. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course 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.

BIOL& 160 : General Biology with Lab, Cell Biology Emphasis
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
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).
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.
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.
Explain and give examples of the evolution and diversity of viruses, bacteria, and protists.
Apply quantitative analysis to solve problems in hypothetical and real situations.
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.
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.
Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

BIOL& 221 : Ecology and Evolution with Lab
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites
Eligibility for ENGL& 101; completion or concurrent enrollment in MATH 98 or equivalent

Course Outcomes

Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
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.
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.
Explain and give examples of the evolution and diversity of animals.
Correctly and safely use scientific equipment to make observations and collect data.
Apply quantitative analysis to solve problems in hypothetical and real situations.
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.
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.
Describe connections of the covered concepts of biology to their local environments and daily lives.

BIOL& 222 : Molecular & Cellular Biology with Lab

Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites
BIOL& 221 (minimum 2.0)

Course Outcomes

Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.
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).
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.
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.
Explain and give examples of the evolution and diversity of viruses, bacteria, and protists.
Apply quantitative analysis to solve problems in hypothetical and real situations.
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.
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.
Describe connections of the covered concepts of biology to their local environments and daily lives.

BIOL& 223 : Organismal Biology with Lab

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

BIOL& 222 (minimum 2.0)

Course Outcomes

Read, correctly interpret, and critically evaluate biological information in books, journals, online resources, and the popular media.

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.

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.

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.

Explain and give examples of the evolution and diversity of plats and fungi.

Apply quantitative analysis to solve problems in hypothetical and real situations.

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.

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.

Describe connections of the covered concepts of biology to their local environments possible future careers, and daily lives.

BIOL& 241 : Human Anatomy & Physiology I with Lab

Credits 5

Quarter Offered Fall, Winter

Structure and function of the human body. Homeostasis; tissues; integumentary, skeletal, nervous, and muscular systems. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90; 2.0 or higher in BIOL& 160 or BIOL& 222

Course Outcomes

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.

Use and define descriptive anatomical and directional terminology such as anatomical position, directional terms, sections, body cavities and regions, and body membranes.

Explain and give examples of the four types of tissues found in the human body, their functions, and which organs they make up.

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.

Explain and give examples of select pathologies of each system and drugs used to treat them.

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.

Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

BIOL& 242 : Human Anatomy & Physiology II with Lab

Credits 5

Quarter Offered Winter, Spring
Cardiovascular system; lymphatic system; immunology; respiratory system; digestive system; metabolism; urinary system; endocrine system; reproductive system; and genetics. This class may include students from multiple sections. (Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90; 2.0 or higher in BIOL& 241
Course Outcomes

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.
Use and define descriptive anatomical and directional terminology such as anatomical position, directional terms, sections, body cavities and regions, and body membranes.
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.
Explain and give examples of the principles of metabolism, fluid, electrolyte, and acid-base balance, pregnancy and development, and genetics.
Explain and give examples of select pathologies of each system and drugs used to treat them.
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.
Describe connections of the covered concepts of biology to their local environments, possible future careers, and daily lives.

BIOL& 260 : Microbiology with Lab
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90; 2.0 or higher in BIOL& 160 or BIOL& 222
Course Outcomes

Discuss the structural features of bacteria, viruses, and prions, and how those features are related to mechanisms of infection.
Discuss how strategies such as disinfection and pasteurization are used to control microbial growth.
Discuss how mutations coupled with rapid growth support the emergence of multidrug-resistant pathogens.
Explain how recombinant DNA technology can be used to produce large quantities of human proteins in bacteria for further study.
Discuss the importance of arthropod vectors (mosquitoes, e.g.) in transmission of malaria and other diseases.
Explain the fundamental differences between the innate and adaptive immune systems and the advantages/disadvantages of each.
Discuss the general mechanisms by which pathogens cause damage to the host, and be able to explain the difference between exotoxins and endotoxins.
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.
Discuss the principles of transmission of disease including the importance of portals of exit, portals of entry, and reservoirs of infection.
Demonstrate the ability to use the CDC website, including the Morbidity and Mortality Weekly Report (MMWR), to learn about infectious diseases.

BIOL 150 : Introduction to Marine Biology with Lab
Credits 5

Quarter Offered Spring

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 may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Apply fundamental ecological principles to explain biodiversity, ecosystem processes, and human effects on ecosystems processes in the marine environment.
Explain common life processes of metabolism, photosynthesis, and homeostasis as applied to the marine environment.
Differentiate among various taxonomic groups of marine autotrophs, invertebrates and vertebrates based on physical characteristics.
Interpret observations of form of various marine organisms across taxonomic ranks in light of their function (physiological and ecological) and evolutionary history.
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.
Apply fundamental scientific inquiry to a novel question in marine biology that produces a complete study including presentation of results (written and oral presentation).
Demonstrate how physical properties of the ocean (geology, physical oceanography) affect marine organisms and how they help define marine ecosystems.
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.

BIOL 161 : General Biology I with Lab

Credits 5

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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Conduct a scientific exploration in a logical and appropriate manner.
Correctly read and interpret biological information in books, journals and the media.
Understand the basic themes and concepts of the cellular basis of life.
Understand the basic themes, concepts, and applications of molecular biology.
Understand the basic themes and concepts of organismal biology, with the main focus on animals.
Understand the following five central themes relating to organismal biology:
How are organisms built?
How do organisms obtain and use nutrients and energy?
How do organisms transport fluids internally?
How do organisms sense and respond to the environment (internal and external)?
How do organisms develop and reproduce?
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.
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.
Discuss and express ideas and information, applying what they have assimilated from readings, laboratory experiences and field work.
Build a foundation for further study and educated decision-making in biology.
Connect the overall concepts of biology to their local environments and daily lives.

BIOL 162 : General Biology II with Lab

Credits 5

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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Conduct a scientific exploration in a logical and appropriate manner.
Correctly read and interpret biological information in books, journals and the media.
Understand the basic themes and concepts of organismal biology, with the main focus on plants.
Understand the following five central themes relating to plant organismal biology:
How are organisms built?
How do organisms obtain and use nutrients and energy?
How do organisms transport fluids internally?
How do organisms sense and respond to the environment (internal and external)?
How do organisms develop and reproduce?
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.
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.
Understand the basic themes and concepts of genetics, including Mendelian and non-Mendelian genetics, Hardy-Weinberg equilibrium, and the New Synthesis.
Understand the basic themes and concepts of evolution, including natural selection, sexual selection, genetic drift, gene flow, mutation, microevolution, and macroevolution.
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.
Discuss and express ideas and information, applying what they have assimilated from readings, laboratory experiences and field work.
Build a foundation for further study and educated decision-making in biology.
Connect the overall concepts of biology to their local environments and daily lives.

BIOL 250 : Introduction to SCOPE Capstone Project

Credits 2

Quarter Offered Fall

SCOPE capstone projects are opportunities for you to actively partake in an authentic undergraduate research experience that explores some aspect of the science and culture of the Olympic Peninsula. This course begins by examining a variety of undergraduate research experiences (or REUs) in regional natural and cultural resources as a way of exploring topics for student capstones. By the end of this course, students will have selected a project topic and developed a capstone proposal with a realistic scope and timeline. Capstone projects continue for 3 quarters and allow in-depth exploration. Recommended that this course be taken concurrently with BIOL 299: Field Methods in Ecology. This class may include students from multiple sections. (Elective)

Prerequisites

ENGL& 101 and eligibility for MATH 98 required

Course Outcomes

Describe how knowledge of regional natural sciences is conveyed through several scientific and cultural/ regional perspectives.
Develop a research question of interest and outline a method for answering that question. Field research and internships are emphasized, however literature, arts and other humanities methods are also encouraged.
Create a capstone timeline that spans several academic quarters and culminates with a presentation of findings in a public setting.

BIOL 277 : Field Investigative Nearshore I

Credits 1-4
Quarter Offered Summer
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

BIOL 278 : Field Investigative Nearshore II

Credits 1-4
Quarter Offered Fall
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

BIOL 283 : Native Plant Propagation: Fall

Credits 2-3
Quarter Offered Fall
Learn how to propagate native plants for local restoration projects. Through hands-on experiences, students will apply native plant propagation skills in local nursery and revegetation settings. Meets weekly with the instructor and other native plant professionals at different locations in Clallam County. Some classes will spend significant time outdoors and include walking over occasionally uneven terrain. BOT 101 recommended but not required. 3-credit option fulfilled by an additional independent term project. This class may include students from multiple sections. (Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Describe the complexities and unique considerations of running a native plant nursery.
Demonstrate an ability to care for young seedlings.
Demonstrate proficiency in several seasonally relevant propagation techniques for native plant species. For fall this includes seed collection and early seed preparation techniques, also out-planting.
Summarize key experiences gleaned from participation in local native plant restoration projects.
Compare different approaches to restoration as presented by professionals in the field.
Identify and develop major planning elements for a revegetation project in a local context.

BIOL 284 : Native Plant Propagation: Winter

Credits 2-3
Quarter Offered Winter
Learn how to propagate native plants for local restoration projects. Through hands-on experiences, students will apply native plant propagation skills in local nursery and revegetation settings. Meets weekly with the instructor and other native plant professionals at different locations in Clallam County. Some classes will spend significant time outdoors and include walking over occasionally uneven terrain. BOT 101 recommended but not required. 3-credit option fulfilled by an additional independent term project. This class may include students from multiple sections. (Formerly BIOL291E, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Describe the complexities and unique considerations of running a native plant nursery.
Demonstrate an ability to care for young seedlings.
Demonstrate proficiency in several seasonally relevant propagation techniques for native plant species. For winter this includes live cuttings for woody shrubs, seed cleaning and seed stratification.
Summarize key experiences gleaned from participation in local native plant restoration projects.
Compare different approaches to restoration as presented by professionals in the field.
Identify and develop major planning elements for a revegetation project in a local context.

BIOL 285 : Native Plant Propagation: Spring

Credits 2-3

Quarter Offered Spring
Learn how to propagate native plants for local restoration projects. Through hands-on experiences, students will apply native plant propagation skills in local nursery and revegetation settings. Meets weekly with the instructor and other native plant professionals at different locations in Clallam County. Some classes will spend significant time outdoors and include walking over occasionally uneven terrain. BOT 101 recommended but not required. 3-credit option fulfilled by an additional independent term project. This class may include students from multiple sections. (Formerly BIOL 291C, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Describe the complexities and unique considerations of running a native plant nursery.
Demonstrate an ability to care for young seedlings.
Demonstrate proficiency in several seasonally relevant propagation techniques for native plant species. For spring this includes seed germination, up-potting, out-planting, and site restoration analysis.
Summarize key experiences gleaned from participation in local native plant restoration projects.
Compare different approaches to restoration as presented by professionals in the field.
Identify and develop major planning elements for a revegetation project in a local context.

BIOL 286 : Restoration Research - Native Plant Communities
Credits 3

Quarter Offered Spring
The abundance of collaborative ecological restoration projects across the Olympic Peninsula presents unique opportunities to learn about ecological recovery in the Pacific Northwest. This class will apply restoration concepts and skills to locally active revegetation projects. Using field research methods, students will address scientific questions relevant to active local revegetation projects. Some classes will include spending significant time outdoors and walking over occasionally uneven terrain. BOT 101 and BIOL 285 recommended but not required. This class may include students from multiple sections. (Formerly BIOL 291D, Elective)
Prerequisites
Eligible to enroll in 100 level MATH with MATH 90 or MATH 98 as a prerequisite
Course Outcomes

Demonstrate how the process of science is used to answer scientific questions.
Apply field research skills to answer a restoration research question in a local revegetation setting.
Organize and evaluate scientific survey data and assess the strengths and limitations of the data collected.
Clearly communicate the results of a scientific study in written form.
Identify native plant species important to local restoration projects.

BIOL 287 : Field Investigations in Nearshore Topics III
Credits 1-4
Quarter Offered Winter
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

BIOL 288 : Field Investigations in Nearshore Topics IV
Credits 1-4
Quarter Offered Spring
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

BIOL 290 : Undergraduate Research in Biology
Credits 1-5
Quarter Offered Occasionally

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. Prerequisites determined by instructor. This class may be repeated for a total of fifteen credits. This class may include students from multiple sections. (Elective)

Prerequisites

Prerequisites determined by instructor

BIOL 299 : Field Methods in Ecology

Credits 2

Quarter Offered Fall

This course will introduce students to common field methods used in ecological studies through field data collection in local areas. Students will learn how to measure and evaluate field studies data including vegetation/ restoration studies, wildlife monitoring (invertebrates, birds, other), and water quality of aquatic systems (freshwater and marine). The course will cover the field research process, from question development to results. BIOL& 100 or BOT 101 recommended but not required. This class may include students from multiple sections. (Elective)

Prerequisites

ENGL& 101 or concurrent enrollment; eligibility for MATH 98

Course Outcomes

Describe and critique the strengths and weaknesses of some basic scientific survey methodologies including:

- Vegetation: cover class surveys, line-intercepts, frequency surveys, stem counts, measuring DBH and tree heights.
- Wildlife: mark/recapture, plot studies, some invertebrate trapping, bird identification.
- Aquatic systems: intertidal monitoring techniques, stream benthic invertebrates and water quality sampling.

Demonstrate a basic ability to use GPS field units to find a point on a map.

Identify/ suggest potential appropriate survey methods to novel scientific field research questions.

Enter data accurately into a spreadsheet, check for accuracy, and generate a table or graph from the data using common digital software programs.

Botany (BOT)

BOT 100 : Plants of the Pacific Northwest

Credits 3

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. This class may include students from multiple sections. (Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Describe how plants are classified utilizing general principals of taxonomy.
Identify regionally important plants by both common and scientific names.
Describe vegetative and reproductive morphology.
Differentiate how variation plays a role in plant identification.

BOT 101 : Introduction to Botany with Lab

Credits 5

Quarter Offered Spring

Introduction to general plant biology. Anatomy, physiology, and diversity of common protists, fungi, and plants, with emphasis on plants of the Pacific Northwest. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Distinguish among the various major groups of plants and identify why they are categorized as so.
Diagram or describe key plant processes such as photosynthesis, respiration, transpiration.
Identify some common native plants by common and sometimes scientific names.
Explain some of the key relationships between plants and people including ecosystem services, agriculture, wood production, ethnobotany.
Interpret data collected from botanical inquiry.
Analyze and communicate (verbally and orally) the results of a scientific study.
Discuss some of the ecological dilemmas related to the plant kingdom and evaluate potential solutions.
Safely and correctly use lab equipment such as microscopes.
Demonstrate the ability to collect field data and use field equipment and tools correctly (such as dichotomous keys, GPS, compass).
Accurately record, in detail, lab specimens in order to illustrate key characteristics of plant structures and compare and contrast characteristics.
Use library resources to support a research objective in an independent project.
Approach unknown questions with a critical eye. Able to apply acquired knowledge to novel questions or challenges.

Business Administration (BUS/BUS&)

BUS& 101 : Introduction to Business

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Explain the functions of production, marketing, management, human resources, accounting, finance, and technology in business.
Identify ethical and societal challenges in business scenarios.
Describe the nature of the general (macro) and specific (micro) economic forces shaping the global environment of business and decision-making.
Summarize the process of starting a new venture.
Describe the features of a successful business plan.

BUS& 201 : Business Law

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Exhibit critical thinking and knowledge in the legal environment.
Describe the basic structure and principles of the American legal environment.
Critique ethical issues in business, including their legal implications.
Analyze rights, obligations and legal principles involved with business decisions.
Apply business and legal principles when analyzing opening or managing a business scenarios.
Identify options and apply sound business and legal principles to avoid or mitigate lawsuits.

BUS 110 : Small Business Planning

Credits 5

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. This class may include students from multiple sections.

Course Outcomes

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.
Understand the nature of entrepreneurial opportunities.
Understand the rewards and drawbacks of entrepreneurship.
Define the characteristics of an entrepreneur.
Differentiate among the four routes to entrepreneurship: the family business; the franchise; the startup; and, the purchase of an existing business.
Understand the concept of competitive advantage.
Select strategies to gain competitive advantage.
Understand the role of a business plan in a business.
Prepare a business plan, including its research and writing.
Develop a marketing plan for a business.
Understand the theories and concepts of management and be able to employ them in a small business.
Select a management team.

Understand the four basic forms of business and be able to choose one for a new business.
Understand how to prepare income tax reports for al forms of business.
Select locations for, and plan the facilities of, various types of small businesses, including home-based businesses.
Understand and be able to create accounting statements for various types of small businesses.
Research and create financial forecasts for a small business.
Locate and access public and private sources of funding for a small business, including both debt and equity capital.
Understand the process of consumer decision-making.
Understand and apply the tenets and processes of customer satisfaction.
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.
Identify public and private sources of small business management assistance and how to access and use those sources when needed.
Know how to recruit, hire, train, compensate and motivate employees.
Understand and apply state and federal human resource laws and regulations.
Understand and be able to apply the tenets and processes of Total Quality Management.
Understand diverse small business computer systems and be able to choose appropriate hardware and software.
Understand and be able to choose appropriate insurance coverage for small business needs.
Know how to value a business.
Understand the importance and methods of harvesting (exit strategies) and be able to choose an appropriate strategy.
Understand the personal problems of life after the harvest.

BUS 135 : Bookkeeping Small Business Foundations

Credits 6

Quarter Offered Fall

Learn the fundamentals of small business accounting and bookkeeping. Topics include analyzing transactions, inventories, receivables, and cash flow, financial statement analysis, budgeting, product pricing and capital investment analysis. Review and implement key accounting concepts and procedures including setting up new company, establishing a chart of accounts, beginning balance, customers, vendors and product/services. Recording operating activities: sales and cash receipts, purchases and cash payments, investing and financing activities, as well as payroll. Establishing budgets and preparing bank reconciliations, analysis and recording of adjusting entries, and preparation of financial statements and reports. This class may include students from multiple sections.

Course Outcomes

Compare the functions of accounting in small business and the role of accounting information in making economic decisions.
Analyze the processes for managing and tracking inventory transactions and sales.
Explain the importance of accounting information withing the company, primarily management in financial performance for a period of time in terms of the relationship of revenues and expenses.
Create a ledger, explain double-entry system of accounting and the purpose of a journal and its relationship to the ledger.
Articulate the nature of net income, revenue, and expenses.
Prepare a bank reconciliation and explain its purpose.
Identify what matters in a great business plan, and characteristics of entrepreneurial leaders
Adopt lean startup practices such as business model experimentation.

BUS 205 : Principles of Management

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

Course Outcomes

Explain and apply the four primary functions of management and how they apply in the operations of a modern enterprise.
Analyze the ways managers make decisions with regards to planning and controlling business operations.
Differentiate and evaluate common organizational structures and their affect on company culture.
Summarize the key motivational factors influencing individual or team performance and how a manager applies these in a leadership role.
Evaluate the importance of diversity in small, local businesses vs. large global businesses.
Appraise the importance of entrepreneurism in the modern business environment.

BUS 210 : Business Planning

Credits 5

Quarter Offered Fall

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 may include students from multiple sections.

Course Outcomes

Describe the responsibilities and requirements of owning and operating one's own business.
Describe the core functions of a business.
Create a comprehensive marketing plan.
Develop pro-forma financial statements projected for one year.
Analyze financial statements to develop a business strategy.
Create a comprehensive business plan.

BUS 220 : International Business

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Course Outcomes

Identify and apply strategic solutions to emerging issues in global business and the processes of globalization.
Describe the key concepts influencing international business.
Recognize and analyze the multi-cultural and political issues affecting globalization.
Identify and analyze the basic characteristics of a culture and its impact on business.
Develop the basic skills for conducting research for evaluating business opportunities existing in international settings.
Formulate international market penetration strategies.

BUS 245 : Entrepreneurship and New Innovation

Credits 5

Quarter Offered Winter

Learn how to become a small business owner. Students will analyze entrepreneurship and perspectives for success in their chosen field or service. Class features business scenario simulations as a key component to entrepreneurialism and start up. Other topics include entrepreneurship life, commitment to integrity, quality performance, innovation, motivations of owning a business, and influences on decision making. This class may include students from multiple sections.

Course Outcomes

Analyze the importance of small businesses and entrepreneurship in our society.
Distinguish among the different types and sources of start-up ideas.
Identify what matters in innovative thinking to generate ideas for business start-ups.
Describe the characteristics of successful entrepreneurial leaders.
Develop a business marketing plan.
Forecast sales and competitive advantages for specific businesses.

Articulate types of compensation plans, including the use of incentive plans and their use in lean startup practices such as business model experimentation.

BUS 247 : Payroll and Business Taxes

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Course Outcomes

Identify and summarize federal and statement employment laws.
Describe and demonstrate required payroll record keeping procedures.
Calculate gross payroll, payroll deductions, and net payroll.
Compute the federal and state payroll taxes and prepare payroll tax reports.
Journalize the entries to record the payroll and payroll taxes.
Describe the Washington State Business & Occupation Tax rules and required reporting.

BUS 249 : Introduction to Federal Taxation

Credits 5

Quarter Offered Spring

This course provides a comprehensive overview of the federal income tax system, focusing on both individual and business taxation. Students will explore the tax code, regulations, and the preparation of tax returns for individuals and businesses. Key topics include gross income, deductions, credits, and business expenses. By the end of the course, students will be equipped with the knowledge and skills to navigate the complexities of federal taxation and apply this expertise in practical scenarios. This class may include students from multiple sections.

Prerequisites

ACCT& 201 or BUS 135

Course Outcomes

Describe the components and structure of the federal income and business tax system, including the roles of the IRS and the tax code.
Distinguish between different types of income for individuals and businesses and determine what is considered taxable and non-taxable under federal law.
Accurately calculate gross income and AGI for individuals and identify taxable income for businesses.
Identify and apply common deductions and credits available to individual taxpayers and businesses and analyze their impact on taxable income and tax liability.
Complete individual federal income tax returns and basic business tax returns using appropriate forms and schedules, ensuring compliance with current tax laws and regulations.
Recognize and address ethical issues and responsibilities in tax practice, including confidentiality, accuracy, and professional conduct.

BUS 250 : Operations Management

Credits 5

Quarter Offered Spring, Summer

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. This class may include students from multiple sections.

Course Outcomes

Identify and apply the various elements that comprise the field of operations management (OM).
Critique new and evolving concepts within OM.
Select and use OM tools and concepts that can be applied to a wide variety of situations, including non-OM related areas.
Analyze the relationship between OM and other management functions within an organization.

Develop a strategy to use OM tools in solving common manufacturing and service industries operations.

BUS 270 : Management Information Systems

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections.

Course Outcomes

Describe how the components of an information system in a digital world are used in managing a competitive business.
Explain how enterprise applications, collaboration and communication systems, and intranets improve organizational performance.
Describe what ethical, social, and political issues are raised by information systems.
Define IT infrastructure and its components. Identify current trends in hardware and software.
Describe the principal tools and technologies for accessing information from databases to improve business performance and decision making.
Define the components of an organizational framework for security and control.
Demonstrate competency in Microsoft Word, Excel, and PowerPoint or in a comparable open source office suite software application.

BUS 280 : Managerial Finance

Credits 5

Quarter Offered Spring

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.

Prerequisites

Completion of ACCT& 202 and ENGL& 101

Course Outcomes

Describe the concept of finance, financial assets, and financial markets.
Explain and apply the mechanics of time value of money.
Describe and apply risk and return concepts.
Calculate the value of various financial assets.
Determine whether a new project should be accepted or rejected using capital finance tools.
Define and measure the expected rate of return of an individual investment.
Describe and apply working capital management tools.

BUS 282 : Principles of Marketing

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Course Outcomes

Explain the purpose of marketing and evaluate the ethical, economic, and social factors involved in the modern marketing environment.
Describe the concepts behind the strategic functions of marketing.
Analyze concepts behind the strategic functions of marketing.

Evaluate concepts behind the strategic functions of marketing.

BUS 283 : Human Resources Management

Credits 5

Quarter Offered Winter, Summer
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. This class may include students from multiple sections.

Course Outcomes

Develop skills and knowledge in planning strategic Human Resources (HR) policies.
Describe the equal opportunity and legal environment and apply solutions to HR scenarios.
Explain how to manage effective staffing and employee separations and formulate HR strategies.
Design practices for managing the training process.
Describe an effective compensation and benefits strategy.
Explain how to encourage effective communications.
Identify employer's responsibilities in discipline and safety.

BUS 290 : Internship in Business

Credits 1-5
Quarter Offered Fall, Winter, Spring, Summer
Provides opportunities to assume the role of employees in a business and gain practical experience prior to paid employment. This class may include students from multiple sections.

Prerequisites

Instructor permission

Course Outcomes

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

BUS 299 : Integrated Study-Honors

Credits 2

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, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project. This class may include students from multiple sections.

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

Course Outcomes

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

Chemistry (CHEM&)

CHEM& 110 : Chemical Concepts with Lab

Credits 5

Quarter Offered Winter, Spring

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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

MATH 90 or higher; eligibility for ENGL& 101

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence.
Quantitative Reasoning - Apply quantitative methods to characterize the behavior of chemical systems.
Information - Identify and use appropriate reference materials to research a topic related to chemistry.
Critical Thinking - Analyze data to explain chemical trends.
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.

CHEM& 121 : Introduction to Chemistry with Lab

Credits 5

Quarter Offered Fall, Winter, Spring

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. (Natural Sciences with Lab, Elective)

Prerequisites

Completion of MATH 90 or higher; eligibility for ENGL& 101

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
Quantitative Reasoning - Apply quantitative methods to characterize physical and chemical changes (phases, kinetics, reactions, and equilibrium).
Information - Utilize the scientific method to explore chemical systems.
Critical Thinking - Describe chemical systems in terms of structural composition and changes.
Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

CHEM& 131 : Intro to Organic/Biochemistry with Lab

Credits 6

Presents organic chemistry and biochemistry, with emphasis on functional groups, synthesis, and biochemical applications. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for ENGL& 101; completion of MATH 98 or equivalent; 2.0 or higher in high school chemistry or CHEM& 121; or instructor permission

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical and biochemical systems.
Information - Utilize the scientific method to explore chemical and biochemical systems.
Critical Thinking - Explain organic reactions and biochemical pathways using functional groups.
Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

CHEM& 161 : General Chemistry with Lab I

Credits 5

Quarter Offered Fall

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. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for ENGL& 101; completion of MATH 98 or equivalent; or instructor permission

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
Quantitative Reasoning - Apply quantitative methods to characterize chemical structures (electronic transitions and reaction stoichiometry).
Information - Utilize the scientific method to explore chemical systems.
Critical Thinking - Describe chemical structures in terms of composition and geometry.
Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

CHEM& 162 : General Chemistry with Lab II

Credits 5

Quarter Offered Winter

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. (Elective)

Prerequisites

2.0 or higher in CHEM& 161 or instructor permission

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
Quantitative Reasoning - Apply quantitative methods to characterize physical and chemical changes (gas laws and thermodynamics).
Information - Utilize the scientific method to explore chemical systems.
Critical Thinking - Describe chemical systems in terms of structure and energy.
Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

CHEM& 163 : General Chemistry with Lab III

Credits 5

Quarter Offered Spring

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. (Elective)

Prerequisites

2.0 or higher in CHEM& 162 or instructor permission

Course Outcomes

Communication - Distinguish between opinions, interpretations, and solid evidence with regard to chemical systems.
Quantitative Reasoning - Apply quantitative methods to characterize dynamic chemical systems (equilibrium, electrochemistry, and kinetics).
Information - Utilize the scientific method to explore chemical systems.
Critical Thinking - Describe chemical systems in terms of composition and changes.
Personal & Interpersonal - Define chemistry as a scientific study of matter and its impact on society and everyday life.

College Success (COLL)

COLL 101 : College Success
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
This course provides support, develops positive connections, and opens learning opportunities to help students identify and pursue their academic and career goals. Through a process of self-discovery, students cultivate a deeper understanding of themselves that highlights their unique strengths and identifies areas for growth. Students will also learn how to navigate college systems and understand its specialized vocabulary and procedures. Throughout, this course reassures students of all backgrounds and abilities that they belong. This class may include students from multiple sections. (Elective)

This class has a fee of $12.13.
Course Outcomes

Create a student success plan that aligns personal, academic, and career interests.
Demonstrate an understanding of learning preferences, motivation strategies, and campus resources.
Analyze how inequity, power, and privilege impact one's lived experience.
Apply personal wellness habits and strategies to maintain balance, manage stress, and improve health.

Commercial Driver's License (CDL)

CDL 100 : Commercial Driver's License A

Credits 10

Quarter Offered Occasionally

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 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.

Communication Study (CMST/CMST&)

CMST& 102 : Intro to Mass Media

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Define basic principles of media ethics and media law.
Recognize mainstream social, cultural, and political values and structures related to mass media.
Recognize the roles of mass media to serve as information provider, entertainer, persuader, and transmitter of cultural values.
Recognize the basics of media economics and the role of technology across the dynamics of international landscapes.
Recognize and analyze how the individual must take responsibility for self learning and engagement in a democratic society that is dependent on mass media.

CMST& 210 : Interpersonal Communication

Credits 5

Quarter Offered Winter, Spring
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, self disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Demonstrate confidence in interpersonal encounters.
Identify patterns in interpersonal communication processes.
Identify patterns in nonverbal communication.
Demonstrate listening skills, empathy, and the capacity to self-disclose.
Identify and manage ethical dilemmas.
Reflect on interpersonal communication concepts.
Research and present on an area of interpersonal communication.
Attend and actively participate in classroom activities and discussions.

CMST& 220 : Public Speaking

Credits 5

Quarter Offered Fall, Winter, Spring
Explores classic and modern elements of persuasion and applies that understanding to assemble, deliver, and evaluate extemporaneous speeches. Eligibility for or concurrent enrollment in ENGL& 101 is recommended. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Rehearse, outline, and present a variety of extemporaneous speeches.
Analyze the rhetoric structure of argumentation.
Respond critically to oral presentations by other students.
Define rhetorical appeals and objectives.
Develop a working outline of main idea including a thesis statement, introduction, and conclusion.
Employ effective semantic selection.
Demonstrate an understanding of verbal and non-verbal messages.
Identify the four major goals of persuasion in speeches.
Develop effective persuasive strategies that are appropriate to neutral and unfavorable audiences.
Analyze a published modern speech using criteria of classic and modern elements of persuasion.

CMST 100 : Introduction to Multimedia Journalism

Credits 5

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. (Humanities, Elective)

Course Outcomes

Write a clear and accurate media post and/or article.
Develop stories in a variety of media formats and publish them in that format, including blogs, web, and other publications.
Apply the ethics of journalism to professional communications, including blogs, web posts, and other publications.

CMST 103 : Careers in Communications

Credits 3

Quarter Offered Occasionally

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. (Elective)

Course Outcomes

Identify a range of careers available in professional, legacy, and emerging communication modalities.
Demonstrate rudimentary ability to use common, current modalities of professional communications.

CMST 121 : Photojournalism I

Credits 5

Quarter Offered Fall, Spring

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. (Humanities, Elective)

Course Outcomes

Identify and explain the controls of a 35 mm digital single lens reflex camera and flash and or other mobile device.
Identify a variety of light conditions and interpret their impacts on a given subject.
Identify aesthetic compositional devises that give a photo impact and interest.
Recognize the newsworthy qualities of an action, event or trend.
Develop a strategy for documenting a subject visually.
Plan, execute and assemble a photo story, or essay, including 4-7 points with accompanying text and captions.
Identify legal restrictions that inhibit photographic documentation.
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.
Gather relevant information to a photo subject in order to write an effective caption.
Demonstrate a working knowledge of photographic terms related to the camera, lens, design, and aesthetic composition.

CMST 122 : Advanced Photojournalism II

Credits 3

Quarter Offered Fall, Spring

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. (Elective)

Course Outcomes

Identify, categorize and defend a selection of newsworthy topics to photograph for the campus newspaper.
Analyze with a photo editor the best approach and photo treatment of an assignment.
Work independently to complete a photo assignment in the field.
Collaborate with other photographers to solve technical and aesthetic obstacles.
Lead a discussion on the merits and weaknesses of an image in a group, peer critique.
Demonstrate knowledge of color contrasts in visual journalism.

CMST 123 : Advanced Photojournalism III

Credits 3

Quarter Offered Fall, Spring

Continuation of CMST 122. 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. (Elective)

Course Outcomes

Identify, categorize and defend a selection of newsworthy topics to photograph for the campus newspaper.
Analyze with a photo editor the best approach and photo treatment of an assignment.
Work independently to complete a photo assignment in the field.
Collaborate with other photographers to solve technical and aesthetic obstacles.
Lead a discussion on the merits and weaknesses of an image in a group, peer critique.
Demonstrate knowledge of color contrasts in visual journalism.

CMST 150 : Introduction to Podcasting: A Voice in the Crowd

Credits 5

Quarter Offered Fall, Winter, Spring

This hands-on, project-based course introduces students to the basics of storytelling through creating their own podcasts, exploring their own voices and the voices of their communities. Students will examine different narrative styles and podcast types as well as interview techniques. Students will apply this knowledge while learning to plan, create, and publish podcast episodes. They can expect to become proficient in pitching ideas for stories, recording and interviewing, story boarding and writing scripts, as well as editing and crafting audio. Student may collaborate as groups or work individually to create their podcasts. Eligibility for college level English recommended. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Demonstrate basic understanding of the elements of project management for creating podcasts, including audio production, content-creation, storyboarding, scripting, editing, and story development
Describe and demonstrate different podcast formats
Apply research skills including primary and secondary peer reviewed sources
Demonstrate a variety of interview skills
Collaborate with interviewees to establish and maintain trust during interviews
Demonstrate editing audio skills using digital audio workstation software
Evaluate distribution platforms for publication

CMST 180 : Tidepools: Exploring Literature and the Arts

Credits 1-3

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 be repeated for a total of up to nine credits. This class may include students from multiple sections. (Elective)

CMST 197 : Internship I

Credits 1-5

Quarter Offered Occasionally

Opportunities to gain experience and insights in communications careers through internships supervised by media professionals. This class may include students from multiple sections. (Elective)

Prerequisites

Instructor permission and CMST& 102 and CMST 121

Course Outcomes

Gain insight into role of student press & professional press.
Analyze the performance of the media in reporting on the performance of community culture, sports, administrative leadership and student leadership.
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.
Gain a better comprehension of beat coverage.

CMST 201 : Social Media & Society

Credits 5

Quarter Offered Winter, Spring

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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Demonstrate and accept responsibility for persinal learning in a digital environment.
Recognize emerging web tools and social media networks.
Recognize legal and ethical aspects of Web publications for informative, entertaining, and persuasive content.
Identify case studies of social media in the role of informing, entertaining, and persuasions across historic systems of politics, commerce, and global communications.
Recognize the source of communications and its role in creating factual versus opinion-based content.

CMST 208 : Reporting in the Digital Revolution

Credits 5

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. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

Completion of ENGL& 101

Course Outcomes

Apply critical thinking skills.
Articulate ideas in speech and writing.
Gather information using a variety of traditional and electronic resources.
Accept responsibility for one's learning.
Work cooperatively and collaboratively with others.
Recognize the differences between fact and opinion.
Edit others work in a professional and collaborative style.
Design news pages.
Begin to understand and facilitate publication production.
Begin to understand the multiple means and manners of leadership.
Display professional development for lifelong learning.

CMST 209 : Editing Stories & Images

Credits 5

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, dummying, page design, pagination, creating news graphics, photo cropping, photo editing, and photo packaging. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 and either CMST 207 or CMST 208 or instructor permission

Course Outcomes

Apply critical thinking skills.
Articulate ideas in speech and writing via news reports and narrative stories.
Edit information that is gathered using a variety of traditional and electronic resources, including software that paginates text and visuals together on a page.
Identify and target audience interest values.
Learn a variety of interviewing techniques. Work cooperatively and collaboratively with staff.
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.
Edit personal work and that of others in a professional and collaborative style.
Begin to understand and facilitate publication production.
Begin to understand the multiple means and manners of leadership.
Display proficiency in principles of design for text and visuals.

CMST 235 : Multimedia Journalism Production

Credits 5

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. (Elective)

Prerequisites

Completion of CMST 100 or instructor permission

Course Outcomes

Integrate critical thinking, reading, and writing to locate, research, and produce multimedia publications.
Critically analyze and recognize legitimate and reliable sources of knowledge.
Adapt writing and visuals to audience, context, and purpose based on geography, political and other cultural elements.
Describe and evaluate publications for content and design.
Write in a range of professional modes using professional ethics.
Demonstrate ability to meet the deadlines and demands of a regular professional production schedule.

CMST 250 : Advanced Podcasting Workshop

Credits 5

Quarter Offered Winter

Building on the skills from CMST 150, Introduction to Podcasting, this advanced, hands-on workshop focuses on creating a podcast series, with students producing a pilot episode of a story of their choice. Throughout the course, students will engage in all aspects of podcast production-from developing the show, managing files, and creating artwork to distribution. Along the way, they'll explore how storytelling relates to human experience, culture, and society, and experiment with different narrative structures and genres. The course also encourages students to think critically about the ethical, artistic, and intellectual dimensions of their creative choices, including how to engage their audience. Working solo or in teams, students will take their projects from initial idea to final edit, while giving and receiving feedback in a supportive, collaborative setting. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

Completion of CMST 150 or instructor permission

Course Outcomes

Develop a cohesive podcast series plan, applying advanced podcasting techniques in show development, file management, sound design, artwork creation, and distribution.
Evaluate the ethical, artistic, and intellectual dimensions of storytelling, and how they influence audience engagement and societal impact.

Adapt narrative structures and genres to create audio stories that explore aspects of human experience, culture, and society.
Collaborate in teams or work independently to navigate all stages of podcast production, from conceptualization to final edits.
Provide constructive feedback and incorporate peer critiques to refine both technical and storytelling skills.

CMST 255 : Podcast Series Production

Credits 5

Quarter Offered Spring

Building on the skills from CMST 150, this course lets students take the lead in producing an instructor-approved podcast series about arts and culture. From planning and interviewing to editing and design, students will manage all aspects of production. Some will serve as editors, helping guide content and ensure each episode is polished. The course encourages students to explore how stories about art and culture shape and reflect society, while developing critical thinking and creative skills. With guidance from mentors, students will create a portfolio of podcast episodes that contribute to thoughtful conversations about art, culture, and the human experience. This class may include students from multiple sections. (Elective)

Prerequisites

Completion of CMST 150 or instructor permission

Course Outcomes

Demonstrate proficiency in podcast creation, development, and maintenance through the production and management of podcasts for a student-run quarterly series.
Utilize research and interview data to verify, analyze, and synthesize information for use in podcast production, ensuring accuracy and depth in storytelling.
Employ storytelling techniques to craft engaging narratives that reflect cultural and societal themes, contributing to discussions on the human experience.
Apply effective project management and editorial skills to select, evaluate, and shape compelling stories for podcast episodes, ensuring the production of high-quality, thoughtful content.
Collaborate with peers to refine content and production, incorporating feedback to enhance both technical skills and storytelling approaches.

CMST 294 : Digital News 2.0 Practices and Principles

Credits 1

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. (Elective)

Course Outcomes

Gain insight into role of collegiate and professional journalists.
Compare the roles of student media in print and online through the eyes of university newspaper staff, their advisers, and their online platforms.
Analyze the performance of the media in reporting on student culture, politics, sports, administrative leadership and student leadership.
Recognize the qualitative differences and challenges in media production.

Computer Gaming (CSE)

CSE 101 : Computer Basics/PC Hardware and Internet Tech

Credits 5

Learn about computer systems and the physical components that make them work. We will explore how software interacts with hardware as well as alternate computing hardware such as mobile and tablet devices. We will also cover performance characteristics of hardware components and how to mitigate bottlenecks in software. The internet is the backbone of connected services. Learn to make web applications and utilize the cloud infrastructure to build robust and scalable websites.

Course Outcomes

Students will be able to identify common computer components.
Assemble computer components into a working machine.
State differences between common storage types and list pros and cons of each.
Explain what CPU cache is used for and how it affects performance.
Explain the difference between a 32 bit and 64 bit CPU and how they differ.
Identify the motherboard along with North and South bridge components and explain what purpose they serve.
State the purpose of the BIOS and how it opened the door for general operating systems.
Explain the functions of a video card and how it affects performance during graphically intensive operations.
Explain the purpose of a network card or modem and how it affects the speed of your internet connection.
Describe the Gigahertz barrier and why CPU speeds have dropped dramatically in the last several years.
Write simple software applications and explain how hardware runs that software.
Identify different forms of Virtualization and in which cases we might use them.
Use HTML 5 and CSS3 to create web pages.
Utilize server side processing to connect HTML applications to databases and communicate with web services.
Create web services and expose them for use by other applications.
Implement authentication services to enable secure user profiles.
Setup authorization mechanisms to enable fine grained control of individual resources.
Connect authentication to external login services to support single sign on.
Explain how SSL works and how certificates create a secure trusted connection to web sites.
Work with common database systems to provide storage for web applications.
Explain the difference between Input/Output in standard applications and in web applications.
Create mobile aware web applications and display appropriate alternate layouts.
Use Javascript to add ajax features to web applications.
Work with graphic design software to create images suitable for use in web pages.

CSE 102 : Foundations of Game Development

Credits 5

Games are complex systems that use software code to simulate your fantasy world. Learn about how to manage object state and use object oriented design to organize your game system into manageable parts.

Course Outcomes

Create your own flow charts to describe software logic.
Identify various data types available.
Demonstrate ability to use binary math.
Demonstrate the use of object oriented software development.
Explain how inheritance and encapsulation can be used to write better code.
Explain the difference between assembly language and high level languages.
Describe machine code and byte code and how they differ.
Compile C# code into program code that can be run by the computer.
Demonstrate mastery of using If statements to make choices in software.
Demonstrate ability to create loops to do repetitive work.
Explain how CPU Registers and cache are used and how memory is accessed by the CPU during program execution.

Describe the difference between writing code that talks directly to the hardware and code that uses the HAL layer in the operating system.
Demonstrate familiarity with basic data structures.

CSE 103 : Game Design Fundamentals/Storyboard Development

Credits 5

Since good games don't just happen, it is important to create a comprehensive script defining your game world and what the player should experience. Learn to create detailed Game Design Documents (GDD) and storyboards.

Course Outcomes

Explain the purpose of a Game Design Document.
Define common game development tools.
Design the game object hierarchy.
Determine appropriate genre of the game.
Define project scope.
Create a game flow summary.
Define game play mechanics.
Create story boards to define screen and game flow and define layout.
Write an effective game story and break it into chapters of levels of play.
Define required game art.

CSE 110 : Game Design I / Draw Animation

Credits 5

Creating art assets for video games can be a demanding process. It is impossible to build good concept art for games without basic drawing skills. Improve your artistic abilities and learn how to apply those abilities in the digital world using tools such as Photoshop and Blender.

Prerequisites

CSE 101 and CSE 102

Course Outcomes

Identify common techniques used for drawing.
Define common terms including perspective, shading, and negative space.
Use a scanner to digitize drawings.
Utilize hand drawn images in 2D animations.
Identify common tools used to create art for 2 Dimensional graphics.
Describe the process of animation.
Use drawing tools and software to edit and color scanned pictures.
Utilize common media formats for storing picture data for games.
Work with graphic design tools to convert drawings to sprites and textures for game worlds.
Identify fundamental differences between pixel and vector graphics.
Make art work for a simple working 2D game.

CSE 111 : Game Development I / 2D Game Programming

Credits 5

Write software to simulate 2 Dimensional environments and build virtual worlds. Learn techniques to track and interact with game objects in real-time with programming languages and game engines.

Prerequisites

CSE 103 and concurrent enrollment in CSE 140

Course Outcomes

Identify common tools used to create media for 2 Dimensional graphics.
Describe the process of animation.
Create working 2 Dimensional applications with game elements for player control and artificial intelligence.
Utilize common media formats for storing picture and game data.
Work with graphic design tools to create sprites and textures for game worlds.
Build state machines that can track progress and status of objects.
Utilize pre-built game engines to deliver graphic, audio, and network capabilities to game software.
Identify fundamental differences between pixel and vector graphics.

Demonstrate understanding of math required for 2 Dimensional movement and positioning and translate and optimize equations to programming code.
Create effective and intuitive UI elements to enable complex actions with a minimal learning curve.
Deploy finished software to other computer systems.

CSE 120 : Game Design II / 3D Modeling

Credits 5

Learn to take your sketches and turn them into 3D objects. This class teaches you to use your concept art to create a mesh, paint the mesh with textures, and adjust 3D lighting and material effects in Blender and GIMP.

Course Outcomes

Identify fundamental differences between 2D and 3D design.
Learn to use 3D modeling software to create objects for 3D worlds.
Use proper composition techniques in 3D scenes.
Demonstrate ability to use mesh sculpting tools.
Utilize reference material to create models.
Work with bitmaps and shading techniques to create materials.
Learn about 3D rendering techniques and the pros/cons of each.
Understand 3D acceleration and how video cards reduce processing load on the CPU.
Import 3D models into virtual worlds.
Use pixel shaders and lighting techniques to add realism.
Create particle systems to simulate hair.
Import models into Unity3D.

CSE 121 : Game Development II / 3D Game Programming

Credits 5

Moving to the third dimension is quite a jump from 2D game development. Learn about the math involved and how to create 3d models for use in 3D worlds.

Prerequisites

CSE 111 and concurrent enrollment in CSE 141

Course Outcomes

Learn to use 3D modeling software to create objects for 3D worlds.
Work with bitmaps and shading techniques to create materials.
Learn about 3D rendering techniques and the pros/cons of each.
Understand 3D acceleration and how video cards reduce processing load on the CPU.
Write C# code that uses Direct3D or OpenGL to render 3D worlds.
Import 3D models into virtual worlds.
Learn 3D animation techniques such as inverse kinematics and pre-positioned frames.
Use pixel shaders and lighting techniques to add realism.
Gain familiarity with mathematical equations required to render 3D objects on a 2D screen.
Synchronize game data across the network to facilitate multiplayer virtual worlds.

CSE 130 : Game Design III / 3D Animation Techniques

Credits 5

Modern 3D games employ many techniques such as motion capture, inverse kematics and key frame animation to achieve realistic movement for game characters. Learn to set up 3D characters with bones so that they can respond normally to outside events or play back in scripted moves.

Prerequisites

CSE 110 and CSE 120

Course Outcomes

Identify animation techniques available for 3D motion.
Utilize scripting tools to fine tune and modify animation sequences.
Demonstrate ability to rig an existing humanoid and non-humanoid mesh.
Configure idle and walk animations for a model.
Demonstrate ability to paint meshes using textures and materials.
Rig facial animation to display common emotions.
Utilize Unity3D to create character interaction between mesh and objects.

Create key frame animation sequences.
Rig armature structures to meshes.
Utilize proper lighting and materials.
Import into custom made meshes into Unity3D.
Create character interaction with world objects using collision in Unity3D.

CSE 131 : Game Development III / Mobile Game Development
Credits 5

Mobile devices are the fastest segment of computer use. Learn how to make mobile games and about the new app stores where customers can find and purchase your software.
Course Outcomes
Create mobile applications for various devices.
Identify common mobile devices available.
Create working apps for mobile emulated devices and Raspberry PI systems.
Create art assets in mobile friendly formats.
Manage project time and resources to deliver milestones on time.
Use mobile development tools to write code in Java, C#, Objective C, or Python.
Create HTML5 mobile applications.
Deploy mobile apps to devices.

CSE 140 : Team Project I / Building a Side Scrolling Game
Credits 5

Learn to create your own 2D video game. Work with a small team to create the game design document and use team members to create program code and art assets to assemble your game and present it for others to play.
Course Outcomes
Create a Game Design Document (GDD) for your game.
Work with a small team to complete your assignments.
Create art assets according to technical specs provided for the game.
Write programming code as needed to enable game play in the virtual environment.
Manage project time and resources to deliver milestones on time.
Use pro-social interaction with team members to work through technical and personal issues.
Successfully deploy game software and website for others to play.
Use effective play testing techniques and bug tracking software to ensure software quality.

CSE 141 : Team Project II / First Person 3D Game Development
Credits 5

Learn to create your own 3D video game. Work with a small team to create the game design document and use team members to create program code and art assets to assemble your game and present it for others to play.
Prerequisites
Concurrent enrollment in CSE 120 or CSE 121
Course Outcomes
Create a Game Design Document (GDD) for your game.
Work with a small team to complete your assignments.
Create a 3D virtual world that the player can interact with.
Create and display 3D Models.
Create art assets according to technical specs provided for the game.
Write programming code as needed to enable game play in the virtual environment.
Manage project time and resources to deliver milestones on time.
Use pro-social interaction with team members to work through technical and personal issues.
Successfully deploy game software and website for others to play.
Use effective play testing techniques and bug tracking software to ensure software quality.

Computer Science (CS/CS&)

CS& 141 : Computer Science I with Java
Credits 5

Quarter Offered Winter
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. CS 100 is strongly recommended for students with no programming experience. This class may include students from multiple sections. (Elective)
Prerequisites
P (2.0 or higher) or concurrent enrollment in MATH 98 or equivalent
Course Outcomes

- Implement basic numerical algorithms.
- Implement common search algorithms, including linear searches.
- Apply the concepts of modeling and abstraction with respect to problem solving.
- Design a simple class hierarchy using superclasses, and subclasses.
- Design an algorithm in a programming language to solve a simple problem.
- Create code in a programming language that includes primitive data types, references, variables, expressions, assignments, I/O, control structures, and functions.
- Apply a variety of strategies to test and debug programs.
- Use an integrated development environment (IDE) to create, execute,test, and debug secure programs.
- Use standard libraries for a given programming language.
- Differentiate among intellectual property, fair-use, copyright, patent,trademark, and plagiarism.
- Develop technical artifacts.
- Develop and use Unit Tests to guide development and verify software methods.
- Write programs involving multiple classes and files, user I/O and internal storage.

CS 100 : Introduction to Computer Science
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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. This class may include students from multiple sections. (Natural Sciences, Elective)
Course Outcomes

- Describe the early human history of computation and the development of tools to aid in computation including computer science pioneers.
- Articulate the social and ethical implications of technology, and issues related to privacy and digital security.
- Describe the main parts of a modern computer and how a computer operates.
- Describe what an algorithm is and develop algorithms to solve problems.
- Demonstrate algorithmic thinking, programming, and debugging.
- Demonstrate working knowledge of how data is represented in the computer including common data types.
- Develop functions in code to make code modular.
- Develop and test functions which accept arguments and return values.
- Write code for a basic sorting algorithm, test the code and prove it works.
- Articulate the difference between a class and an object.
- Write code that instantiates an object and uses the object's methods.

Write code to work with user input.

CS 142 : Computer Science II with Java
Credits 5

Quarter Offered Spring
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. (Elective)
Prerequisites
MATH& 142 or instructor permission
Course Outcomes

Estimate time and space complexities for a given algorithm using Big-Onotation.
Contrast standard complexity classes.
Implement common search algorithms, including linear and binary searches.
Compare various data structures for a given problem, such as array, list,set, map, stack, queue, hash table, tree, and graph.
Create and execute different traversal methods for trees and graphs.
Calculate probabilities of events and expectations of random variables for elementary problems.
Implement in code OOP constructs, including encapsulation, abstraction,inheritance, and polymorphism.
Contrast functional and object-oriented programming paradigms.
Use a professional-level integrated development environment (IDE) to create, execute, test, and debug secure programs.
Apply consistent documentation and program style standards.
Implement in code different types of testing, including security, unit testing, system testing, integration testing, and interface usability.
Compare professional codes of conduct from the ACM, IEEE Computer Society, and other organizations.
Understand and apply appropriate software architecture and software development strategies in creating solutions to a range of problems.
Apply directions, requirements, and specifications in solving problems.
Search and manipulate data using functional stream techniques.
Evaluate computer ethics issues.

Computer-Based Training (CBT)

CBT 104 : Introduction to Keyboarding
Credits 1

Quarter Offered Fall, Winter, Spring
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 CBT 104 and/or CBT 105 or combination thereof will count towards a degree or certificate. This class may include students from multiple sections.
Course Outcomes

Key the alphabet, number, symbol, space bar, and enter keys by touch.
Demonstrate correct finger placement, technique, and keystrokes.
Demonstrate proficiency with straight-copy keyboarding speed and accuracy.
Type a minimum of 28 wpm on a 2-minute timed writing with 5 or fewer errors.

Construction Technology (CONST)

CONST 101 : Introduction to Woodworking
Credits 5

Quarter Offered Fall
Introduction to woodworking tools, materials, hand and power tools used in residential and commercial jobsites. Overview of the woodworking industry, safety and building materials. This class may include students from multiple sections. (Formerly GRBD 101)
Course Outcomes

Students will be able to recognize and demonstrate proper and safe usage of modern hand and portable power tools and stationary tools.
Students will have working knowledge of common fasteners and building materials to construct simple projects.
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.
Students will gain and demonstrate the confidence necessary to undertake simple projects on their own.

CONST 102 : Woodworking II
Credits 5

Quarter Offered Winter
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 jogs and templates. This class may include students from multiple sections. (Formerly GRBD 102)
Course Outcomes

Students will be able to recognize and demonstrate proper and safe usage of modern hand and portable power tools and stationary tools.
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.
Students will explain the meaning of significant figures an tolerances as they relate to woodworking.
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.
Students will demonstrate their ability to make matching pieces by constructing and using jigs and templates.

CONST 103 : Finish Carpentry
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections. (Formerly GRBD 103)
Course Outcomes

Using traditional, colonial, and modern molding styles; students will be able to trim out the interior and exterior profiles of a windows and doors.
Using a compound miter saw and a coping saw; students will demonstrate two ways to make corner joints for interior molding.
Students will be able to describe, draw, and build a wainscoting wall finish complete with chair rail.
Students will install multiple base cabinets and uppers, install countertop, and trim out.
Students will design and build a coat closet organized, complete with adjustable shelves.

CONST 104 : Carpentry and Rigging
Credits 5

Students will gain practical experience in design, carpentry, and rigging for stage and theater performances. This class may include students from multiple sections. (Formerly GRBD 104)
Course Outcomes

Describe theater and stage safety regulations and practices.
Use theater carpentry and rigging terminology.
Demonstrate familiarity with hand tools for stage and scene carpentry.
Work as a team to build a scene for a theater performance or event.
Explore scenery design, props, and scenic painting for a theater production.
Design, operate, and maintain stage-rigging equipment.
Inspect, maintain and manage theater scenes and stage-rigging systems.
Demonstrate backstage logistics and planning for theater productions.

CONST 105 : Blueprint Reading

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Formerly GRBD 105)

Course Outcomes

Understand the purpose of blueprint drawings as a communication tool.
Identify the composition and layout of a set of drawings.
Interpret symbols, abbreviations, dimensions, line types and weights.
Understand scale as a relationship between the measurement used on a drawing and the measurement of the object it represents.
Develop proficiency using an architect's and engineer's scale.
Evaluate the completeness of a set of drawings.
Interpret specifications and schedules.
Differentiate between the various presentation drawings.
Understand the role of building codes in the construction process.
Apply the building code to various aspects of the drawings.

CONST 106 : Foundations and Framing

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Formerly GRBD 106)

Course Outcomes

Students will be able to demonstrate a basic understanding of blueprint reading and the IBC (International Building Code).
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.
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.
Students will be able to work together, as a crew would on a jobsite, to frame floors, wall, and ceilings.
Students will be able to demonstrate the ability to frame the rough openings for windows and doors in exterior and interior walls.

CONST 107 : Siding, Decks and Stairs

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Formerly GRBD 107)

Course Outcomes

Apply both shear and non-shear compliant siding as well as the flashing and trim components.
Explain deck code compliance, as it applies to fasteners, spans, and design.

Design and build code compliant small deck project complete with stairs.
Demonstrate proper stair system design, layout, and placement.
Develop and submit a deck addition permit application, as required by local building department.

CONST 108 : Roof Systems and Roofing

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. (Formerly GRBD 108)

Course Outcomes

Using OSHA approved fall protection equipment, students will demonstrate the proper way to harness and operate on a roof.
Following OSHA guidelines, students will successfully and properly setup scaffolding, ladders, ladder jacks, planks and roof jacks.
Students will have working knowledge of diagnosing the indicators of the most common roof leakage hazards and demonstrate the proper way to flash them.
Students will construct and roof both a truss and a rafter roof system.
Students will calculate and cut the seat cut and top cut of an exposed truss so that it is both structurally and visually sound.

CONST 114 : Residential Remodel and Retrofit

Credits 5

Quarter Offered Summer

This class introduces students to the skills and techniques necessary to repair, maintain, and remodel conventional stick frame residential and light commercial construction. This class may include students from multiple sections. (Formerly GRBD 114)

Course Outcomes

Demonstrate and perform the task of preparing and applying for a remodel construction permit.
Explain the construction balloon frame and conventional stick frame houses and how it has changed over one hundred years.
Demonstrate and/or explain the proper identification, treatment, and disposal of asbestos and lead based paint.
Collaborate, as a crew would on a jobsite, to perform repairs and improvements on existing residential and light commercial structures.
Demonstrate the ability to frame the rough openings for replacement windows and doors in exterior and interior walls.

CONST 136 : Building Permits and Codes

Credits 3

Quarter Offered Spring

Learn building codes and standards applicable to building construction and the inspection process. The class will focus on a variety of local jurisdictions and differences in the permit and inspection process. Students will study the basic building codes necessary for carpentry, plumbing, electrical, and heating, ventilation and cooling (HVAC) as well as where to locate advanced code requirements. This class may include students from multiple sections.

Course Outcomes

Explain guidelines for obtaining a building permit and map out the process from application through to final inspection
Identify the correct type of building permit required for a specific construction project
Demonstrate the process for obtaining a building permit by successfully completing the application process
Demonstrate the process of preparing for and scheduling for an inspection
Describe commonly used building codes and their use in a construction project

CONST 153 : Residential Homebuilding

Credits 5

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. This class may include students from multiple sections. (Formerly GRBD 153)

Course Outcomes

Identify and demonstrate safe and competent person work practices.
Demonstrate safe and appropriate workplace (job site) behavior.
Identify hand and power tools and be able to demonstrate proper safety and use.
Identify and explain the elements of common residential construction.
Perform measurements and mathematical calculations critical to carpentry.
Identify building codes and residential construction standards.
Build key components of a home.
Demonstrate the ability to accurately read blueprints.
Identify weatherization standards for home building.

CONST 160 : Small Farm and Backyard Carpentry

Credits 3

Quarter Offered Spring

Students will learn the necessary skills required to research, design, and build backyard farm and garden structures that promote efficiency of urban sustainable living. This class may include students from multiple sections. (Formerly GRBD 160)

Course Outcomes

Define terminology and concepts related to hands on carpentry techniques for small farm and backyard structures.
Locate, identify, and comply with local Laws, Codes, Covenants, and Restrictions.
Develop the skills and confidence to safely use common hand and power tools.
Students will learn to read and build from prints and shop drawings and will learn the skills necessary to construct shop drawings.
Identify and select the proper materials and fasteners for your project.
Research, design, and build small outdoor structures.

CONST 165 : Introduction to Alternative Energy

Credits 5

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 for a single family residence. This class may include students from multiple sections. (Formerly GRBD 165)

Course Outcomes

Define terminology and concepts related to Sustainable Alternative Energy.
Perform an energy audit to determine household energy requirements.
Compare and contrast Solar, Wind, and Mini-Hydro Sustainable Alternative Energy options.
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.
Compare cost, efficiency, and reliability of Solar, Wind, Mini-Hydro, and Grid Power for a given location.

CONST 195 : Facilities Maintenance

Credits 7

Quarter Offered Winter

Learn basic facilities maintenance skills in plumbing, HVAC, carpentry tools, electrical, building codes, and permits. Class emphasizes safety and standards necessary to repair and maintain residential homes, buildings, and facilities. This class may include students from multiple sections. (Formerly GRBD 195)

Course Outcomes

Describe day-to-day responsibilities and operational tasks of a facility maintenance technician

Explain safety guidelines for facilities maintenance and renovation tools
Work in teams to perform repairs and improvements on a residential home or commercial facility
Demonstrate basic maintenance procedures for heating, ventilation, air-conditioning, plumbing, and electrical systems
Demonstrate the ability to follow systematic, diagnostic, and troubleshooting practices
Explain the importance of acknowledging customer needs and expectations

CONST 206 : Advanced Carpentry Design and Concepts

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Formerly GRBD 206)

Course Outcomes

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.
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).
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.
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.
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.

CONST 210 : Job Site Management

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Formerly GRBD 210)

Course Outcomes

Explain the OSHA and WA State L & I requirements, as they apply to residential and light commercial construction.
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.
Define, document, and keep record of what is important on the job site.
Document the proper order and scheduling of deliveries, construction, and subcontractor schedules.
Explain the impact that change orders and mistakes have on both the time line and the bottom line for the contractor.

CONST 212 : Engineered Building Materials & Methods

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Formerly GRBD 212)

Course Outcomes

Learn what engineered wood building material are commonly used today as well as the pros and cons of each of these.
How the use of engineered building materials impacts the cost and time of residential and light commercial construction.
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.
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)?

CONST 215 : Carpentry Estimation

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. (Formerly GRBD 215)

Course Outcomes

Estimate the costs associated with the construction of residential and light commercial construction.
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.
Using blueprints or drawings, students will accurately estimate the quantity of materials, including waste, to complete the project at hand.
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 bed on those items.
Describe the importance of accuracy and the costs associated with over and underbidding.

CONST 220 : Alternative Building Methods

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. (Formerly GRBD 220)

Course Outcomes

Explain and demonstrate how SIPS panels are assembled and installed on the job site.
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.
List and explain the engineering code changes that have come into place in the past 1 0 years concerning pole building construction and describe what must be done meet these code changes.
Construct a geodesic dome and detail the elements that make this building structure so cost efficient and sturdy.
Design, draw, and estimate the cost of building a 400 sf exempt structure that minimizes the square footage cost.

CONST 225 : Construction Management

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Formerly GRBD 225)

Course Outcomes

Create a successful business plan that includes a vision statement, for the construction industry.
List and describe all the legal requirements to become a contractor.
Develop the ability to identify and analyze the risks associated with a construction project.
Understand the basics of cost flows and project budgets.

Understand the ethics of construction management.

CONST 260 : Construction Technology Internship

Credits 1-5
Quarter Offered Fall, Winter, Spring, Summer
This class will provide opportunities for Construction Technology students to participate in internships with local businesses. Instruction permission is required. This class may include students from multiple sections. (Formerly GRBD 260)

This class has a $7.21 liability insurance course fee.
Prerequisites
Completion of CONST 106, CONST 107 and CONST 108
Course Outcomes

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

Construction Trades (CTAP)

CTAP 120 : Construction Trades Math

Credits 3

This course will provide students with a solid foundation in mathematical principles needed for a variety of vocational trades. Trades included, but not limited to Laborers, Iron workers, Carpenters, Cement Masons, Electricians, Finish Trades and Pipe Trades. Students will practice the application of the principles in the shop through a variety of apprenticeship preparation activities and tasks.

Course Outcomes

Add and subtract construction fractions.
Calculate and use percentages.
Convert between fractions and decimals.
Use and explain various measuring techniques.
Calculate volume from linear dimensions.
Explain and apply the concepts of lineal footage, square footage and board footage.
Explain and apply the concepts of rise, run and diagonal.
Calculate material and cost.
Measure accurately as prescribed by trade union guidelines.
Apply the concepts of construction math, measuring and calculation of materials and cost by passing a comprehensive test that meetings the trade union benchmark.
Use measuring devices correctly so that accurate measurements are obtained.

CTAP 130 : Worksite Behavior, Readiness and Safety

Credits 5

This course will provide instruction in worksite behaviors and expectations: preparing for the workday, communication skills, teamwork skills, pro-active attitude, attendance expectations, integrity, resume writing, mock job interview, appropriate work attire, and what employers are really looking for when hiring. To include, but not limited to, behaviors and actions that could disqualify, lead to disciplinary action, or even terminate an individual from a job. Also, to be included is health and safety needed for the trades. Topics include physical fitness, healthy eating habits, worksite assessment, identifying workplace hazards, hazard prevention and DOC safety training. Proper use and fit of personal protective equipment will be discussed.

Course Outcomes

Explain how to meet the physical requirement needed to enter construction industry and /or apprenticeships.
Develop sufficient endurance and stamina to enter an apprenticeship program.
Apply proper techniques for safe handling, and movement of building materials and equipment.
Apply elements of hazard prevention.
Use personal protective equipment.
Complete OSHA 10 Training for Jobsite Hazard Recognition for the Trades.
Model appropriate worksite behaviors and expectations.
Prepare for the workday.
Document jobsite activities to employer verbally and in writing by the use of industry standard work records.
Apply team work techniques to a construction project.
Demonstrate punctuality and jobsite readiness.
Write resume for a job in the construction industry.
Demonstrate interview techniques.
Complete Diversity, Equity and Inclusion Training.

CTAP 140 : Basic Tools, Basic Construction, Basic Blueprints

Credits 5

This course focuses on identification, maintenance and safe usage of tools and equipment used in the trades. Students will have an understanding of job safety importance and requirements. Tool and job safety will be taught and practiced throughout the entire program. This course will also provide exposure to construction basics via skill building activities and trades related to agility courses. The course will include footings and

foundations (slab and grade, post and beam, footings and stem wall). This course also covers framing to include floor framing, wall framing, and roof framing. Students will receive roofing and siding exposure as well as experience with interior and exterior finishes. Students will interpret the signs and symbols on construction blueprints. Students will demonstrate their skill by drawing their own basic construction blueprint.

Course Outcomes

Differentiate tools and equipment used in various construction trades including laborer's, carpentry, masonry, ironworking.
Demonstrate use of tools safely to industry standards site specific.
Prepare tool belt for the workday.
Identify and interpret the signs and symbols on construction blueprints.
Draw a basic construction blueprint incorporating appropriate signs and symbols.
Successfully complete agility stations and /or courses site specific.
Model appropriate worksite behaviors and expectations.

CTAP 150 : Introduction to the Trades

Credits 5

This course will provide exposure to a variety of different trades and applications to the job site. These include: Laborers, Iron Workers, Cement Mason, Carpenters, Plumbers, Pipe Fitters, and Electricians. Included in the class will be guest speakers from different trades who will inform students of what it takes to be successful in their respective trade. Students will be provided with physical requirements needed, application requirements, wages, benefits, job opportunities and any other information pertinent to that specific trade.

Course Outcomes

Apply techniques for working safely in a shop and/or jobsite.
Explain how to meet the physical requirement needed to enter construction industry and /or apprenticeships.
Describe a minimum of 4 apprenticeship programs available in Washington state.
Describe application requirements, wages, benefits, and job opportunities available in a variety of trade unions.
Identify and use common tools properly and handle materials safely for Ironworking; Construction Craft Laborers; Carpentry; Cement Masons and Plasterers per facilities resources (See qualifications for this Outcome in Course Topics section).

CTAP 160 : Capstone Project

Credits 2

In this capstone course, students will experience the link between theory and practicum through completing a relevant project. This project will integrate the skills and abilities acquired during the program and demonstrate competencies learned.

Course Outcomes

Construct a building project utilizing safety standards and proper equipment from blueprint drawing to completion.
Compose a portfolio of materials needed to enter construction apprenticeship program or employment.

Criminal Justice (CJ/CJ&)

CJ& 101 : Introduction to Criminal Justice

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Define what historical events influenced the development of our current criminal justice system.
Identify and discuss and discuss the strength and weaknesses of the U.S. criminal justice system.
Define the elements of a crime and distinguish between civil and criminal law.
Identify and discuss the role of the police, courts and correctional components of the criminal justice system.
Discuss the role of the prosecutor in the criminal justice process, the areas of conflict and cooperation between the prosecutor and the police.
Discuss the pretrial procedures following arrest and describe the process including the problems and purposes associated with each step.
Describe the organization, function and jurisdiction of Federal and State Courts, and discuss the role of the judge in a criminal trial.

CJ& 105 : Introduction to Corrections

Credits 5

Quarter Offered Spring

Examines institutional and community correction applications, focusing on correctional facility operations, probation, parole, and intermediate sanctions within the American criminal justice system. This class may include students from multiple sections. (Elective)

Course Outcomes

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.
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.
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.
Provide the student with the cornerstone knowledge that will maximize criminal justice learning in future courses of study in this specific field.
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.

CJ& 106 : Juvenile Justice

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Understand the nature and purposes of the juvenile justice system.
Understand the reasons for the development of juvenile court.
Understand how the juvenile court functions.
Understand the philosophical basis for the juvenile court.
Understand the limitations of the juvenile court and the reasons for those limitations.

Understand the correctional process of the juvenile justice system and its integration into the adult correctional system.
Understand the current issues in the field of juvenile justice and trends for the future.

CJ& 110 : Criminal Law
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections. (Elective)
Course Outcomes
Explain what makes an act or omission a crime.
Explain Mens Rea.
Define the difference between General Intent and Specific Intent.
Explain the Violence Against Women Act.
Discuss the difference between Church and State.
Explain what a Grand Jury is and its functions today.
Explain the history of the Eighth Amendment to the U.S. Constitution.

CJ 115 : Constitutional Issues in Criminal Justice
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections.
Course Outcomes
To appreciate the long constitutional history of responding to crime with justice;
To understand the developments in society such as technological innovations shape and reshape criminal justice legislation;
To understand the roles and functions of police, courts and corrections in a constantly challenging society;
To understand and appreciate a multicultural society;
To understand and explain the constitutional issues facing today's criminal justice system;
Identify the constitutional roles and functions of police, courts, and corrections as they apply to the criminal justice system.

CJ 121 : Criminal Evidence
Credits 5

Quarter Offered Winter
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 Outcomes
Understand and explain the history of evidence law and the legal process.
Be able to discuss the sources of the individual rights including the US Constitution and Bill of Rights.
Be able to discuss the implications of the Bill of Rights regarding evidence.
Be familiar with the concept of judicial review.
Be knowledgeable about the history of the rules of evidence.
Identify the federal sources of rules of evidence.
Be able to discuss the role of the Constitution, Supreme Court, and the Federal Courts in evidence law.
Be familiar with the Uniform Rules of Evidence and the Federal Rules of Evidence.
Understand the role of state constitutions, rules of evidence, and case law as they relate to evidence.
Understand the content and quality of good evidence.
Be able to distinguish between the concepts of relevancy, materiality, and inadmissibility in evidence.

CJ 136 : Law Enforcement Report Writing
Credits 5

Quarter Offered Winter

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 Outcomes

Demonstrate proficiency in basic English grammar and police terminology.
Exhibit proficiency taking notes at a crime scene.
Demonstrate the process of writing a detailed, narrative case report for an investigation in a chronological format.
Explain the duties of the first responding officer arriving at a crime scene.
Accurately complete various forms utilized by officers in their day to day duties.
Demonstrate an understanding of basic requirements needed in probable cause affidavits, search warrants and arrest warrants.
Explain what an Affidavit of Expertise is and how it builds a foundation for court room testimony.

CJ 211 : Criminal Investigation

Credits 5

Quarter Offered Spring

Criminal investigation case management, interview/ interrogation techniques and methods for reconstructing past events. Provides basic skills for conducting criminal investigations. This class may include students from multiple sections.

Course Outcomes

Define the major historical benchmarks of criminal investigation.
Define and apply the basic concepts of criminal investigation.
Define and apply how current technology impacts police investigations.
Understand the interrelationships that the criminal investigator has with other professionals in the system.
Understand crime specific investigative techniques.
Understand arrest and search responsibilities of investigators.
Conduct successful victim, witness and suspect interviews.
Understand court process, testimony and evidence presentation.
Comprehend the importance of future directions in police criminal investigation techniques.

CJ 236 : Introduction to Patrol Procedures

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Course Outcomes

Explain the role of the field officer in the overall scheme of law enforcement.
Describe how a police or sheriff's department is organized and managed in the 21st Century.
Recount a brief history of police patrol in the United States.
Discuss the basic objectives of police patrol.
List and explain the basic patrol activities.
Explain the decision-making process in deployment of resources.
Discuss the importance of ethical conduct and integrity of the law enforcement professional.

CJ 241 : Ethics in Criminal Justice

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections.

Course Outcomes

Define the term ethics and explain its application in the criminal justice system.
Examine the philosophical foundations of ethical theory and list the major theories and theorists.

Define the term ethics and describe the nature and sources of ethics.
Trace the historical origins of ethics and describe its development.
Explain how constitutional provisions serve as a source of ethics.
Explain the role of law as a source of ethics.
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.

CJ 242 : Introduction to Police Management

Credits 5

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. This class may include students from multiple sections.

Course Outcomes

Define the major historical benchmarks of police management.
Define and apply the major theoretical management principles to current police operations including leadership, supervision, and communications.
Define and apply how current technology impacts police operations.
Present and analyze current managerial issues related to human resources, planning and labor relations.
Present future directions in police management.
Conduct proactive planning.

CJ 250 : Supervision for Law Enforcement

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

Course Outcomes

Identify issues related to supervising law enforcement personnel.
Explore leadership theory and practices.
Discuss the art of persuasion and the language of reassurance.
Discuss ethics, empowerment, and self-control.
Apply effective communication strategies to motivate individuals and teams.
Analyze strength based leadership strategies in law enforcement.

CJ 260 : Internship

Credits 1-5

Quarter Offered Fall, Winter, Spring

Internship in a workplace setting of the student's choice, based on needs and career interests. Agency background check may be required by law enforcement internship employers. This class may include students from multiple sections.

Prerequisites

CJ& 101, CJ& 105 and CJ 236

Course Outcomes

Participate in a structured work experience related to the program of study and/or career goal
Develop an internship learning contract with supervisor to describe duties, responsibilities and hours
Apply skills and concepts learned throughout the student's studies in the field of criminal justice in a workplace setting

Cybersecurity & Computer Forensics (CSIA)

CSIA 110 : Introduction to Cybersecurity and Cybercrime
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
Course Outcomes

- Develop an understanding of security in relation to technology and information systems.
- Demonstrate an understanding of basic computer and networking technologies in relation to IT security.
- Identify career pathways in the fields of digital forensics and cyber security.
- Explore case studies in the fields of cyber security and cyber crime.
- Develop basic understanding of the role of information security in the IT field.
- Identify core principles of cybercrime and cybersecurity.

CSIA 185 : Cybersecurity I: Risks, Control and Encryption
Credits 5

Quarter Offered Winter
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 +. This class may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
Course Outcomes

- Demonstrate an understanding of the process for comparing and prioritizing security risks.
- Demonstrate an understanding of mechanisms used to control access to computer systems.
- Illustrate techniques for controlling computer files.
- Identify features of major file systems used in operating systems and removable storage.
- Articulate techniques for accurately associating individuals with user identities inside computer systems.
- Demonstrate the fundamentals of encryption and cryptanalysis.

CSIA 190 : Cybersecurity II: Securing the Modern Enterprise
Credits 5

Quarter Offered Spring
From securing networked computers to securing the web this course provides and in-depth look at the challenges and opportunities with securing the modern enterprise. This class may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
Course Outcomes

- Demonstrate the core functions of computer networking.
- Identify and demonstrate understanding of networks connect to other networks.
- Articulate the risks and threats unique to large enterprises.
- Demonstrate and understanding of how encryption on networks functions.
- Articulate the security issues with email and other internet services used in the enterprise.
- Demonstrate understanding of government level information security policy.
- List security classifications and clearance levels within various government agencies.

CSIA 195 : Cybersecurity III: Ethical Hacking
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
Course Outcomes
- Articulate the ethical issues of information technology.
- Demonstrate the principles of unethical and ethical penetration testing.
- Demonstrate working knowledge of reconnaissance practices and tools including scanning and sniffing tools.
- List vulnerabilities within TCP/IP.
- Demonstrate understanding of password cracking, spoofing and session hijacking techniques.
- Identify techniques for penetrating network devices.
- Demonstrate understanding of operating system vulnerabilities including Windows and Linux Operating Systems.
- Demonstrate the proper incident handling techniques and practices.

CSIA 280 : Computer Forensics I: Intro to Computer Forensic
Credits 5

Quarter Offered Winter
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 may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
Course Outcomes
- Define computer forensics and describe how to prepare for computer investigations.
- Demonstrate the importance of maintaining professional conduct.
- Explain how to prepare a computer investigation and explain requirements for data recovery workstations and software.
- Describe certification requirements for computer forensics lab.
- Explain the criteria for selecting a basic forensic workstation.
- List digital evidence storage formats and explain how to use acquisition tools.
- Articulate rules for controlling digital evidence.
- Explain guidelines for seizing digital evidence at a crime scene.
- Describe computer forensics software tools and methods for validating and testing computer forensics tools.

CSIA 290 : Cybersecurity Capstone
Credits 5

Quarter Offered Spring
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.

This class has a $35.00 cybersecurity course fee.
Course Outcomes
- Develop and present a resume to potential employers.
- Demonstrate job searching skills techniques for researching potential jobs.

Design, deploy and document a project tied to real world needs and skills.
Develop a plan for continuing professional development, certifications, and skill building.
Present project work in written and oral forms.
Demonstrate the ability to collaborate with others on a quarter long project.
Demonstrate interviewing skills for technical job interviews.

CSIA 299 : Integrated Study-Honors
Credits 2

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, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project. This class may include students from multiple sections.

This class has a $35.00 cybersecurity course fee.
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
Course Outcomes
Complete a project relevant to learning pathway and program.

Dental Hygiene (DHYG)

DHYG 110 : Oral Health Education
Credits 2

This course introduces students to the profession of Dental Hygiene and the concepts and practices that prevent and control oral diseases. The emphasis is on oral health promotion, to include plaque control, patient education, and behavior modification through clinician/client communication. Communication strategies such as motivational interviewing, reflective listening, and anticipatory guidance are practiced. This class may include students from multiple sections.

Course Outcomes

Describe the dental hygienist's role in patient education.
Identify basic dental health assessment indices in patient evaluation.
Explain how to use the health history and oral evaluation regarding patient oral hygiene care challenges and considerations.
Explore methods to instruct patients in dental self-care procedures, utilizing principles and practices of prevention and control of disease, and oral health promotion.
Describe how to plan, implement, and evaluate the individualized oral hygiene procedure for patients.
Explain the rationale for the use of oral hygiene self-care devices and aids based on individual patient need, ability, and preference.
Evaluate the patient's skill and effectiveness of the patient's oral self-care routine utilizing principles of Motivational Interviewing and practicing non-judgmental feedback.
Describe the care of oral prosthesis.
Describe the self-care needs for patients with dental implants.
Evidence-base decision making.

DHYG 111 : Head & Neck Anatomy
Credits 2

This course expands student knowledge of the anatomical structures of the head and neck. Investigation of clinical correlations relevant for dental professionals is emphasized. Information from this course prepares the student for the DHYG 124 Pain Management course as well. This class may include students from multiple sections.

Course Outcomes

Use the correct anatomical terminology to describe structures of the head and neck.
Identify major surface landmarks of the head and neck, including intraoral structures.
Identify the bones of the head and neck and explain their relationships; describe major features of each bone including key foramina.
Identify and describe the actions of the muscles of mastication, the muscles of facial expression, and the muscles of the tongue, palate, and pharynx.
Explain the structure and function of the temporomandibular joint and signs and symptoms of temporomandibular disorders.
Identify the major arteries and veins of the head and neck, describe regions served, and explain the consequences of common vascular conditions.
Name and describe the functions of the twelve cranial nerves: trace autonomic innervations to major targets of the head and neck.
Identify the branches of the trigeminal and facial nerves and explain deficits resulting from nerve lesions.
Identify the major and minor salivary glands and ducts, describe their blood and nerve supply; explain conditions affecting salivary function; identify other glands of the head & neck region including thyroid, parathyroid & thymus glands.
Trace the flow of air through the head and neck to the lungs; describe the anatomy of the paranasal sinuses and the relationship between the maxillary sinus and the oral cavity; explain laryngeal anatomy as it relates to laryngeal obstruction and emergency airway.
Identify the major groups of lymph nodes in the head and neck and describe the drainage pathways of lymph from the teeth, oral cavity, and surrounding structures.

DHYG 112 : Dental Anatomy & Morphology
Credits 2

This course focuses on the study of anatomy and morphology of primary and permanent teeth. Students will also understand the structures that form the foundation for normal and abnormal function and the relationship of teeth to each other. Anatomical terminology, root morphology, hard tissue charting, occlusion and dental anomalies are applied to clinical correlations in the laboratory setting. This class may include students from multiple sections.

Course Outcomes

Define and interpret general anatomical terms related to dental anatomy, tooth morphology, and the oral cavity.
Identify tooth form and function.
Describe the interrelation of normal structures, form and function of the teeth and supporting tissues.
Describe and compare permanent and primary teeth, and the eruption sequence.
List and utilize the dental charting systems.
Name and chart existing teeth, missing teeth, carious lesions, restorations and dental anomalies.
Describe dental occlusion classifications and recognize occlusal deviations from normal.
Define and utilize the Universal, International and Palmer numbering systems.

DHYG 114 : Oral History & Embryology

Credits 2

This course explores the embryologic formation and the histologic processes of the oral cavity. Normal and abnormal structures of the head and oral cavity, as well as microscopic anatomy of the oral cavity are studied. This class may include students from multiple sections.

Course Outcomes

Explain the major events of embryologic development as they relate to the orofacial complex.
Analyze the process of facial development including disturbances in development.
Describe the types of clefts that occur in the face and palate and when they are likely to develop.
Explain the contribution of branchial arches to facial, palatal and tongue development.
Describe and diagram the process of odontogenesis.
Explain the processes of amelogenesis, dentinogenesis & cementognesis.
Explain the process of root formation and eruption.
Identify the histologic structures of enamel, dentin, and cementum.
Discuss the dentin-pulp complex and the properties of dentin and pulp.
Define and describe the histology of the periodontium including alveolar bone, periodontal ligament fibers and oral mucosa.
Diagram, describe and identify the histologic structures and functions of the gingiva and oral mucosa including lining, masticatory and specialized types.
Identify and diagram the histologic structures of the salivary glands.
Discuss clinical issues that integrate embryology and histology with patient treatment.

DHYG 115 : Pre-Clinical Dental Hygiene

Credits 3

Students are introduced to the theoretical and practical aspects of all areas of clinical dental hygiene. Areas explored include the contemporary role of the dental hygienist, the evolving profession of dental hygiene, and procedures and techniques that are utilized in the dental hygiene process of care. Emphasis is on professionalism, patient communication, ergonomics, clinical systems and protocol, infection control, basic instrumentation and sharpening. This course also includes OSHA, CDC, hazard communication and infection control guidelines. This class may include students from multiple sections.

Prerequisites

Concurrent enrollment in DHYG 116

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the learning environment and ethical delivery of dental hygiene care.
Explain novice professional and culturally sensitive communication skills.
Identify the various roles of the dental hygienist and promote their growth through self-assessment and lifelong learning.
Describe ADA recognized dental specialties and distinguish their respective areas of dental care delivery.
Distinguish and summarize the phases of the dental hygiene process of care: Assessment, problem Identification/Diagnosis, Planning, Implementation, and Outcome Evaluation.

Define infection control protocols established by the Washington State Occupational Safety and Health Administration, the Centers for Disease Control and Prevention (CDC) and Organization for Safety, Asepsis and Prevention (OSAP).
Describe accurate, appropriate, comprehensive medical/dental history intake, and explain its rationale and implications.
Define normal vital signs: Temperature, blood pressure, pulse, and respiration, and explain the ramification(s) regarding deviations from normal.
Describe a systematic extra-oral and intra-oral examination of the hard and soft tissues.
Describe correct hard tissue dental charting and periodontal charting and their record maintenance.
Differentiate principles and demonstrate proper use of mirror, explorer, and probe including grasp and fulcrum.
Describe the rationale for proper ergonomic positioning of patient and operator.
Describe the design, function and use of basic universal curette scaling instruments and their sharpening method.
Define American Society of Anesthesiologists (ASA) status and discuss clinical care considerations.

DHYG 116 : Pre-Clinical Dental Hygiene Lab

Credits 3

This course provides the opportunity for application of the information presented concurrently in DHYG 115. Students practice infection control, patient assessment, including taking vital signs, health history review, extra-oral and intra-oral examination, hard tissue evaluation, periodontal charting, instrument sharpening and instrumentation using manikins and student partners. Students are trained in Basic Life Support Systems (BLS). This class may include students from multiple sections.

Prerequisites

Concurrent enrollment in DHYG 115

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Display novice professional and culturally sensitive communication skills.
Explain the rationale, and demonstrate the use of infection control, sterilization, and exposure control procedures.
Demonstrate the collection and documentation of accurate, comprehensive medical/dental histories related to oral/systemic disease and patient well-being.
Explain and present to clinical faculty, using professional terminology, a summary of medical/dental history and physical status.
Demonstrate proper clinic equipment maintenance.
Display proper ergonomic positioning of patient and operator.
Practice and examine normal vital signs: temperature, blood pressure, pulse, and respiration, and explain the ramification(s) regarding deviations from normal.
Demonstrate and evaluate a systematic extraoral and intraoral examination of the hard and soft tissues.
Demonstrate accurate hard tissue charting and record maintenance.
Demonstrate basic understanding of periodontal, dental charting, and electronic record maintenance.
Demonstrate correct utilization of instrumentation techniques as a novice clinician.
Demonstrate and utilize correct sharpening techniques for universal curettes.
Complete Basic Life Support (CPR) certification and explain its importance as a requirement for the entire dental team.

DHYG 118 : Radiology I

Credits 2

This course is designed to examine the fundamentals of dental radiography. Topics include history, physical, biological, radiation safety, legal and quality assurance considerations. Clinical applications include exposure techniques, film processing, digital techniques, along with interpreting and correcting technical errors. The radiology lab will also include obtaining diagnostic quality exposures on the dental mannequin DXTR. This class may include students from multiple sections.

Course Outcomes

Describe the history and theory of dental radiology, to include discovery, characteristics, biology, and physics.

Describe the federal, state, and local regulations and identify the components of dental x-ray equipment.
Discuss radiation protection and safety guidelines using (MPD) maximum permissible dose and ALARA concept.
Define the different types and uses of dental film, the manual processing procedure, and film mounting.
Explain the fundamentals, purpose, and use of digital imagining.
Demonstrate infection control protocols for the operator and patient in the lab setting.
Demonstrate proficiency in dental imaging using paralleling, bisecting, and bitewing techniques to obtain quality diagnostic radiographs in the lab setting.
Identify and describe the appearance of normal anatomy as well as abnormal structures and pathology in radiographic images.
Discuss patient relations, education, informed consent and legal implications as defined for the standard of care in the dental setting.

DHYG 120 : Intro to Periodontology I

Credits 3

This course presents a structured study of the discipline of periodontics with a focus on the biological, behavioral, and clinical aspects of periodontal diseases. Topics include normal vs. diseased periodontal structures, etiology, risk factors, classification, and epidemiology. Students will apply periodontal assessment techniques leading to the development of appropriate strategies for planning preventative care, initial treatment, and maintenance procedures for periodontal diseases. Students are introduced to evidence-based decision making as they apply course content to simulated cases. This class may include students from multiple sections.

Course Outcomes

Examine the clinical and histologic anatomic structures of the periodontium in both health and disease.
Identify the various risk factors for periodontal diseases as well as the relationship of periodontal diseases to other systemic diseases.
Explain the American Academy of Periodontology classification system of periodontal diseases.
Discuss the evidence-based approach to treatment planning and its advantages.
Discuss the key concepts of effective periodontal maintenance care in the ongoing treatment of inflammatory periodontal diseases.

DHYG 121 : Pharmacology

Credits 3

This course introduces dental hygiene students to the principles of pharmacology and its relation to oral hygiene. Classes of pharmaceuticals and their treatment of common health disorders will be provided in addition to drugs that are commonly used in the dental practice setting. This class may include students from multiple sections.

Course Outcomes

Identify medications frequently employed by dental hygienists and dentists.
Identify common drug classes and the systemic diseases that are used to treat them.
Recognize basic principles of pharmacokinetics, including absorption, therapeutic effect and elimination.
Describe how certain pharmaceutical therapies can interact with oral hygiene and provide education on how any negative side effects to oral hygiene can be mitigated.
Identify components of a written prescription and explain requirements to ensure the prescription is safe.
Recognize commonly used drugs used in health emergency situations at dental offices.
Define substance use disorders and recognize common drug classes that have abuse potential.
Identify the role the dental hygienist has in aiding patients with tobacco use disorder.
Analyze a patient medical and surgical history and identify drugs taken by the patient and how the drug could affect their care.

DHYG 122 : General and Oral Pathology

Credits 2

This course covers general pathological processes and the study of diseases and conditions affecting the oral and maxillofacial structures. Special emphasis is placed on the recognition of clinical signs and symptoms of disease, the diagnostic process, and the treatment of oral and maxillofacial diseases and disorders. This class may include students from multiple sections.

Course Outcomes

Identify the eight categories of information for making a definitive diagnosis of an oral lesion.
Identify the variants of normal and benign conditions in the oral cavity.
Demonstrates correct use of scientific terms to describe extra/intraoral lesions.
Describe the clinical signs and microscopic events associated with inflammation and repair.
Describe traumatic injuries to soft and hard tissues and the contributory factors.
Describe traumatic injuries to soft and hard tissues and the contributory factors.
Differentiate between hypersensitivity, autoimmune reactions, and immunodeficiency.
Identify the etiological organisms, routes of transmission and the oral manifestations of infectious disease.
Explain the role that the human papilloma virus plays in oropharyngeal cancer.
Describe the characteristic of developmental disorders as compared to normal developmental patterns and the related oral/systemic manifestations.
Describe the basic concepts of genetics and genetic abnormalities as compared to expected inheritance patterns.
Explain the difference between benign and malignant tumors and describe the diagnostic process for a definitive diagnosis for neoplastic pathologies.
Identify the general characteristics of endocrine, blood, gastrointestinal, connective tissue, and bone along with their associated oral pathologies.
Evaluate the scientific literature as it relates to commonly encountered oral pathological conditions.

DHYG 123 : Medical & Dental Emergencies

Credits 2

In this course, students learn basic methods of medical and dental emergency prevention and management in the dental setting. Emphasis is placed on recognizing signs, symptoms, and treatment of the more common emergencies which may occur in the dental setting. Drugs and equipment that are utilized in the management of medical emergencies are explored. Students practice communication skills necessary in emergency situations. This class may include students from multiple sections.

Course Outcomes

Explain the importance of patient evaluation and monitoring techniques relative to prevention of emergencies.
Describe the relationship of vital signs to potential emergency situations.
Evaluate patient history responses to develop follow-up questions to assess the patient's risk of an emergency or need for treatment modification(s).
Describe methods for evaluating patients' anxiety levels and methods to reduce anxiety.
Demonstrate appropriate recognition and management of medical and dental emergencies, which may occur in the dental office.
Review dental office and personnel emergency preparedness.
Demonstrate familiarity with components of a basic dental office emergency kit.
Recognize patient medical and dental health factors which may increase the chance of emergencies to arise in the dental setting.
Recognize patient medical and dental health factors which may increase the chance of emergencies to arise in the dental setting.
Describe and drill with the dental hygiene clinic emergency protocol.

DHYG 124 : Pain Management

Credits 2

This course provides instruction, clinical experiences, and assessment of atraumatic techniques of local anesthesia delivery. Introduction and experience with safe pain management strategies including topical, injectable, and subgingival local anesthetic delivery will be presented and implemented. Methods of sedation will be introduced and experienced, with an emphasis on nitrous oxide/oxygen analgesia and sedation. This class may include students from multiple sections.

Course Outcomes

Recognize patient anxiety and pain and explain how the cardiovascular system, emotions, and behavior are impacted.
Explain the physiology and pharmacology of local anesthesia.
Demonstrate a commanding knowledge of local anesthetics and vasoconstrictors used in dentistry.
Describe the medical issues impacting the use of local anesthetics and vasoconstrictors in dental care.

Describe possible local and systemic complications of local anesthesia and how to manage them.
Utilize local anesthesia armamentarium with appropriate safety and infection control considerations.
Explain the anatomy of areas anesthetized with local anesthesia for dental/dental hygiene care.
Explain the penetration site, depth of penetration, deposition site, amount deposited, and area anesthetized for the following injections: Infiltration, Anterior Superior Alveolar, Posterior Superior Alveolar, Middle Superior Alveolar, Anterior Middle Superior Alveolar, Nasopalatine, Greater Palatine, Inferior Alveolar, Lingual, Long Buccal and Gow-Gates.
Perform the following injections: Infiltration, Anterior Superior Alveolar, Posterior Superior Alveolar, Middle Superior Alveolar, Anterior Middle Superior Alveolar, Nasopalatine, Greater Palatine, Inferior Alveolar, Lingual, Long Buccal and Gow-Gates.
Demonstrate how to make a thorough chart entry for the administration of local anesthesia and nitrous oxide administration.
Explain the physiology and pharmacology of nitrous oxide utilization.
Explain the medical considerations and precautions with the use of nitrous oxide.
Demonstrate the use of nitrous oxide equipment in administration to patients.

DHYG 125 : Dental Hygiene Theory I

Credits 1

This lecture course is designed to provide students with the dental hygiene process of care for child, adolescent, adult, and geriatric patients. Promotion of oral health and wellness is stressed through lectures and case studies. Products are discussed as well as cariology, fluoride delivery options and polishing. Tooth desensitizing and more advanced sharpening techniques will be added to the students' growing dental hygiene knowledge. Students will begin to create a clinical case portfolio that will be submitted for review in the final quarter of the dental hygiene program. Students integrate knowledge and skills developed in DHYG 110, DHYG 115, DHYG 116, and concurrent course DHYG 126. This class may include students from multiple sections.

Prerequisites

DHYG 115; concurrent enrollment in DHYG 126

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Identify occlusal morphology, beginning caries detection and explain the risk factors for caries disease and its management via preventive and dental hygiene treatment methods.
Identify occlusal morphology, beginning caries detection and explain the risk factors for caries disease and its management via preventive and dental hygiene treatment methods.
State rationale, precautions, and describe procedures for the professional applications of topical fluorides.
Discuss the delivery of dental hygiene therapy to children and adolescents.
Discuss the delivery of dental hygiene therapy to geriatric patients and patients who are pregnant.
Evaluate and recognize radiographic technique and anatomical and dental structures in states of health and disease on radiographs.
Describe accurate pharmacological, dental, and medical information for optimized patient care, safety, and collaboration.
Define Evidence-Based Decision Making (EBDM), list the fundamental principles including types of evidence.
Describe the criteria for creating a professional portfolio.

DHYG 126 : Clinical Dental Hygiene I

Credits 4

This course is designed to allow students to demonstrate professional behavior and beginning clinical experiences in the treatment of child, adolescent, adult, and geriatric patients. Promotion of oral health and wellness is stressed through clinical experiences with patient assessment, dental hygiene care planning, intra-professional communication via case presentation and implementation and evaluation of treatment outcomes. This class may include students from multiple sections.

Prerequisites

DHYG 116; concurrent enrollment in DHYG 125

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.

Employ developing professional and culturally sensitive communication skills that apply health equity concepts.
Demonstrate competence in the use of infection control, sterilization, and exposure control procedures.
Describe accurate, comprehensive medical/dental histories related to oral/systemic disease and patient well-being and present a summary of medical/dental history and physical status to clinical faculty.
Demonstrate accurate utilization of clinical software, patient electronic health records and hard copy patient records.
Demonstrate correct dental charting and record maintenance.
Demonstrate beginning data analysis, dental presentation, and the process of gaining informed consent. hygiene diagnosis, and case type planning.
Demonstrate comprehensive treatment planning, presentation, and the process of gaining informed consent.
Demonstrate correct novice periodontal therapy instrumentation techniques, utilizing all instructed curettes and sickles.
Describe the correct design, function, and demonstrate the use of sickle scaling instruments.
Collect accurate pharmacological, dental, and medical information for optimized patient care, safety, and collaboration.
Differentiate and select the appropriate oro-physiotherapy (OPT) aids, demonstrate their use and evaluate patients' ability to use.
Evaluate and recognize radiographic technique, anatomical and dental structures in states of health and disease.
Implement patient-centered DH treatment modalities, including oral hygiene instructions, therapeutic services, and adjunctive therapies.
Develop and present comprehensive DH treatment plans for the child and adult delivery of dental hygiene therapy.
Demonstrate and evaluate correct coronal polishing procedures and techniques.
State rationale, precautions, and describe procedures for the professional applications of tooth desensitizing agents and fluoride varnish.
Present written reflections and observations regarding DH clinical care.
Demonstrate and utilize correct sharpening techniques for universal curettes, and sickles.
Utilize and be familiar with the rationale for professional topical fluoride applications and alternative methods of fluoride delivery.
Evaluate the patient response, prognosis, and re-evaluation/recare plan.
Demonstrate an understanding of occlusal morphology, beginning caries detection, and appropriate protocols.
Assess the patient's skill and the effectiveness of the patient's oral self-care routine utilizing disclosing solution, a plaque index and the principles of motivational interviewing.

DHYG 128 : Radiology II

Credits 2

In this course, students will gain experience with industry standards such as digital intra oral, digital extra oral, digital photography, and intraoral cameras with critique and interpretation of normal and abnormal conditions. Radiographs on patient populations are performed. Clinical applications of the concepts delivered in DHYG 118 take place during the laboratory experience. This class may include students from multiple sections.

Prerequisites

DHYG 118

Course Outcomes

Review infection control procedures (Radiology I) to include preparation of treatment room, supplies, and equipment for the dental patient and operator in the lab and clinical setting.
Participate in quality assurance control tests for film, digital imaging, and x-ray equipment to include a detailed written administrative program.
Identify and describe exposure and technique errors to include vertical and horizontal angulations, film/sensor placements, PID alignment, double images, movement, and other miscellaneous problems.
Demonstrate the correct vertical angulations for maxillary and mandibular occlusal projections and localization techniques.
Identify and describe extra-oral imaging such as panoramic, cephalometric, and three-dimensional digital imaging.

Describe and demonstrate equipment and patient preparation, patient positioning, and cause of errors of a panoramic image.
Identify normal dental anatomy, landmarks, and bones of the skull on a panoramic image.
Explain the importance of image interpretation for dental diagnosis and to educate the dental patient including periodontal disease, restorations, periapical lesions, dental caries, trauma, and other lesions.
Identify and demonstrate the intraoral camera and lighting in the use of the intraoral camera for capturing pictures of normal and abnormal structures to diagnose dental conditions.
Identify and describe strategies used for dental imaging when managing pediatric and patients with special care needs.
Demonstrate proficiency in dental imaging using paralleling, bisecting, and bitewing techniques to obtain quality diagnostic radiographs on a patient.

DHYG 131 : Restorative & Dental Materials I

Credits 3

This course introduces the student to selected dental materials and to basic restorative dentistry procedures and techniques. The course is designed to give students a working knowledge of skills required for restorative dentistry. This class may include students from multiple sections.

Course Outcomes

Explain the principles of cavity design and cavity preparation.
Identify classes of dental materials used in dentistry.
Discuss general properties and characteristics of dental materials.
Manipulate the dental materials introduced this quarter, following the manufacturers' directions and safety precautions.
Demonstrate the principles of selected restorative dentistry skills and procedures including self-evaluation criteria.

DHYG 135 : Dental Hygiene Theory II

Credits 1

In this lecture course students learn the principles, rationale, and applications of area-specific curets, advanced fulcrum techniques, piezo and magnetostrictive ultrasonic scaling, air-powder polishing. Students will continue utilizing the dental hygiene process of care for child, adolescent, adult, and geriatric patients. Promotion of oral health and wellness is stressed through lectures and case studies. Students continue to add to their clinical case portfolio. This class may include students from multiple sections.

Prerequisites

DHYG 125; concurrent enrollment in DHYG 136

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Discuss the role of saliva in oral health.
Summarize recall protocol necessary for continuity in long term preventive periodontal care.
Evaluate and recognize radiographic technique, anatomical and dental structures in states of health and disease.
Describe correct sharpening techniques for area-specific curettes and files.
Explain the rationale for ultrasonic technology, both piezoelectric and magnetostrictive instrumentation, including their indications, and contraindications.
Explain the rationale and practice utilization of air-powder polishing technology, including its indications, and contraindications.
Describe the correct instrument design, function and use of area specific Gracey curettes and files.
Explain individualized treatment modifications for patients with special healthcare needs.
State rationale, precautions, and describe procedures for the professional application of silver diamine fluoride and other remineralizing products.

DHYG 136 : Dental Hygiene Clinic II

Credits 4

In this course, the use of ultrasonic scaling, air-polishing, area-specific curettes and periodontal files, advanced fulcrums and other treatment modalities are implemented. Cariology considerations and additional fluoride delivery options implemented for patient care. Students integrate knowledge and skills developed in previous courses. This class may include students from multiple sections.

Prerequisites

DHYG 126; concurrent enrollment in DHYG 135

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Employ competent professional and culturally sensitive communication skills that apply health equity concepts.
Demonstrate continued competence in the use of infection control, sterilization, and exposure control procedures.
Describe accurate, comprehensive medical/dental histories related to oral/systemic disease and patient well-being and present a summary of medical/dental history and physical status to clinical faculty.
Develop and present comprehensive DH treatment plans for the child and adult delivery of dental hygiene therapy.
Differentiate and select the appropriate oro-physiotherapy (OPT) aids, demonstrate their use and evaluate patients' ability to use.
Demonstrate correct periodontal therapy instrumentation techniques, utilizing all instructed curettes, scalers and files.
Present written reflections and observations regarding DH care provided in the clinic and a variety of service-learning rotations.
Demonstrate rationale and practice utilization of ultrasonic technology, both piezoelectric and magnetostrictive instrumentation, including the indications, and contraindications.
Demonstrate the rationale and practice utilization of air-powder polishing technology, instrumentation, including the indications, and contraindications.
Demonstrate continued assessment and treatment skills delivered at a beginning level for a variety of clinic patients.
Evaluate the patient response, prognosis, and re-evaluation/recare plan.
Evaluate and recognize radiographic technique, anatomical and dental structures in states of health and disease.
Evaluate and recognize indications for the professional application of silver diamine fluoride.

DHYG 220 : Periodontics II

Credits 3

This course presents advanced concepts of dental hygiene theory, comprehensive dental hygiene assessment, and treatment planning. Topics will include evidence-based decision making, powered instrumentation, dentinal hypersensitivity, periodontal pharmacology/chemotherapies to control disease activity, advanced instrumentation techniques and root morphology, sharpening skills, periodontal/restorative relationships, evolving technology for evaluation of oral lesions, and practice with comprehensive dental hygiene treatment planning. This class may include students from multiple sections.

Prerequisites

DHYG 120

Course Outcomes

Apply an evidence-based approach to dental hygiene treatment planning.
Describe rationale and techniques for utilizing powered instrumentation.
Describe options and techniques for treatment of dentinal hypersensitivity.
Explain the types of chemotherapeutic agents in dentistry, including techniques and their limitations.
Outline basic periodontal surgical procedures, their intended outcomes, and the post-operative care indicated to promote healing.
Formulate comprehensive dental hygiene care plans using advanced clinical procedures and instrumentation, including modifications required for clients with special needs.
Evaluate instrument sharpening techniques and choice of stone.
Present case documentation including imaging media for a periodontally involved patient.

DHYG 224 : Patient Management/Special Needs

Credits 2

This course focuses on providing preventive dental hygiene care for people with special health care needs. It provides students with a broad background in the provision of oral health services for people with a variety of special needs and circumstances. This class may include students from multiple sections.

Course Outcomes

Explain reasons why dental hygienists should treat people with special needs.
Describe societal trends regarding oral health preventive care for people with special needs.
Evaluate and discuss barriers to oral health care within a population group.
Identify community-based systems and common goals, identifying most urgent needs.
Explain etiologies and definitions of intellectual disabilities, utilizing correct terminology.
Contrast the differences in the spectrum of autism disorders. Explain treatment options and relevant considerations.
Discuss various and specific treatment options, risks, benefits, and alternatives to care regarding geriatric oral health care.
Determine appropriate treatment planning based on medical history and dental abnormalities.
Utilize people-first language when referencing people with special needs.
Discuss legal, clinical, and emergency issues relating to informed consent for patients with special needs.
Describe how informed consent can be obtained and from whom. Apply information to case studies.
Integrate principles of positive reinforcement with structuring and promoting good oral health self-care.
Describe the safety considerations of wheelchair transfers.
Evaluate effective use of restraints, mouth props and techniques for patients who are willing, but unable to cooperate.
Relate limitations of disability to dental hygiene therapies, decision-making, and oral hygiene instruction.

DHYG 227 : Law and Ethics

Credits 3

Students study ethical theories and issues related to the practice of dental hygiene and professionalism. A personal philosophy of professional conduct, continuous quality assurance and self-assessment is explored. Fundamental factors necessary to practice within existing regulatory frameworks are stressed. Inter- and intra-professional communication is practiced. This course will also include Washington State laws to pass the required state Drug and Law exam. This class may include students from multiple sections.

Course Outcomes

Formulate personal and professional moral and ethical decision-making strategies.
Apply basic biomedical ethics to clinical practice, including ethical, legal, and regulatory concepts.
Define and discuss ethics and professionalism, including models of professionalism in oral health care.
Define and apply the concept of ""standard of care"".
Discuss patients' legal rights and responsibilities regarding dental hygiene care.
Explain concepts of legal documentation and professional risk management that apply to practice.
Apply concepts of quality assurance through self-assessment and record auditing.
Establish and apply ethical reflection and self-assessment as a lifelong endeavor.
Analyze factors associated with abuse of children, domestic partners, and elders and determine the appropriate actions to take in suspected cases.
Discuss the Codes of Ethics from professional dental organizations and analyze their application to practice.
Discuss legislation affecting dental practice and jurisprudence.

DHYG 231 : Sociology of Multiculturalism and Community Oral Health

Credits 5

This course is designed to enable students to examine the principles and practices of social and cultural competent oral health care. The social and professional responsibility of the dental professional regarding public promotion of oral health and access to care is examined. Course will introduce students to health care disparities from a sociological perspective, such as social structure, socialization, and inequalities of underserved populations. The role of effective communication and the provision of care with diverse populations will be explored. Emphasis is placed on the role of the dental hygienist as an innovator and educator in community dental health programs with consideration to the social determinants of oral health, needs

assessment, biostatistics application, program planning, results, and evaluation. Students will design and implement a community-based oral health research project. This class may include students from multiple sections.

Course Outcomes

Describe the historical development of sociology and why sociology is important to oral healthcare.
Identify social theories, concepts, and trends affecting domestic and global oral health.
Compare and contrast social and cultural determinants of oral health.
Identify the diverse social, cultural, economic, and political factors influencing oral health problems.
Compare and contrast the principles and practices of public health as they relate to dental health.
Describe the role of the dental hygienist in community health programs.
Describe the major oral health problems using epidemiology and the extent to which they affect the population.
Assess the oral health needs of a target group utilizing surveys, questionnaires, interviews, or other means.
Describe how to develop a community dental health program including project objectives, proposals, assessment instruments, implementation and evaluations.
Identify and describe current public dental health measures, programs, and resources available to reduce or control major oral health problems in a diverse array of communities.
Utilize scientific literature to select treatment modalities consistent with best knowledge and research available in the field.
Compile a list of community dental health information resources.
Explain the status of community water fluoridation and the social implications this has on the public health decay rate statistics.
Apply information gained in course to school dental health program rotation, to include dental screening and grade appropriate student oral health education.
Examine the social and professional responsibility of the dental professional regarding public dental health and access.
Review basic biostatistics as it relates to oral health and understanding scientific literature.
Describe health communication in relation to health information technology, as well as strategies to frame health messages for diverse audiences and media applications.

DHYG 241 : Restorative & Dental Materials II

Credits 3

This course is a continuation of DHYG 131: Restorative I and builds on previously introduced principles of restorative dentistry and corresponding armamentarium. Students continue to develop restorative skills through lab experiences and didactic instruction. This class may include students from multiple sections.

Prerequisites

DHYG 131

Course Outcomes

Manipulate the dental materials introduced this quarter, following the manufacturers' directions and safety precautions.
Demonstrate the principles of selected restorative dentistry skills and procedures including self-evaluation criteria.
Identify different dental gypsum products and impression materials and have a working knowledge of when each product/material is used in restorative dentistry.
Identify the different types of implants available in the dental industry and discuss the indications for and contraindications to dental implants.
Describe the different treatment options for tooth whitening including techniques, patient selection and side effects.
Identify various types of dental ceramics used in restorative dentistry.
Identify various dental cements and their applications.

DHYG 242 : Restorative & Dental Materials III

Credits 3

This course is a continuation of DHYG 241 Restorative Dentistry II and builds on previously introduced principles of restorative dentistry and corresponding armamentarium. Students continue to develop restorative skills through lab experiences and clinical application. This class may include students from multiple sections.

Prerequisites

DHYG 241

Course Outcomes

Manipulate the various dental materials introduced in previous quarters, following the manufacturers' directions and safety precautions including self-evaluation criteria in laboratory and clinical setting.
Demonstrate the principles of selected restorative dentistry skills and procedures including self-evaluation criteria in laboratory and clinical setting.
Place and remove rubber dam demonstrating beginner competency.
Perform alginate impressions, pour, and trim study model demonstrating beginner competency.
Place cavity liners, bases, and other cavity medicaments with guidance.
Perform margination procedure for patient with composite or amalgam overhang with guidance.
Recontour, finish, and polish previously placed amalgam restorations in laboratory setting.

DHYG 243 : Restorative & Dental Materials IV

Credits 3

This course is a continuation of DHYG 242: Restorative Dentistry III and builds on previously introduced principles of restorative dentistry and corresponding armamentarium. Students continue to develop restorative skills through lab experiences and clinical application. This class may include students from multiple sections.

Prerequisites

DHYG 242

Course Outcomes

Manipulate the various dental materials introduced in previous quarters, following the manufacturers' directions and safety precautions including self-evaluation criteria in laboratory and clinical setting.
Demonstrate the principles of selected restorative dentistry skills and procedures including self-evaluation criteria in laboratory and clinical setting.
Place and remove rubber dam demonstrating competency.
Perform alginate impressions, pour, and trim study model demonstrating competency.
Place cavity liners, bases, and other cavity medicaments without assistance.
Perform margination procedure for patient with composite or amalgam overhang with guidance demonstrating competency.
Recontour, finish, and polish previously placed amalgam restorations in laboratory setting.

DHYG 244 : Biochemistry & Nutrition

Credits 3

This course is designed to provide a review of the basic principles of biochemistry and nutrition related to oral health and disease. Nutritional knowledge and principles will be utilized as it relates to the dental hygiene process of care. Students will complete patient dietary surveys and develop correctional nutritional plans relative to oral health. This class may include students from multiple sections.

Course Outcomes

Describe connections between oral and nutritional health as they relate to systemic health.
Perform nutritional assessments, utilizing patient-centered communication techniques to assess food diaries and 24-hour recalls of themselves, student partners, and clinic patients to develop treatment plans for dental hygiene care.
Develop and model critical thinking and best-practices for learning, and engage in high quality, frequent oral discussions, and presentations.
Describe the biochemical and physiological aspects of nutrients.
Describe the basic process of food transport, digestion, and nutrient absorption.
Describe metabolism of the energy nutrients.
Describe the dietary function, recommended intake and ramifications of deficiency or excessive intake of carbohydrates, proteins, and lipids.
Compare and contrast vitamins and minerals and their dietary function, recommended intake and ramification of deficiency or excess in oral and systemic health.
Explain nutritional demands associated with various stages of human development.
Describe nutritional implications related to chronic diseases.
Develop and actively engage in academic/college writing and research skills appropriate to the high aptitude of students within this academic course.

DHYG 245 : Dental Hygiene Theory III

Credits 1

This lecture course is designed to enable students to expand their knowledge about treatment of the periodontally involved patient. Students will increase their knowledge of techniques for patient assessment, treatment planning, patient communication, full mouth scaling, and non-surgical periodontal treatment. Students study the connection between oral and systemic health. Tobacco Cessation Counseling is introduced. Students continue to add to their clinical case portfolio. This class may include students from multiple sections.

Prerequisites

DHYG 135; concurrent enrollment in DHYG 246

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of dental hygiene care.
Discuss correct preventive and periodontal therapy instrumentation techniques.
Define connections between oral and overall health as they relate to decision making in the delivery of clinical patient care.
Explain advanced fulcrums that may be used when treating periodontally involved patients or improving access to difficult areas.
Develop and actively engage in academic/college writing and research skills appropriate to the academic course.
Summarize recall protocol necessary for continuity in long term preventive periodontal care.
Explain the process of Tobacco Cessation Counseling.
Develop and model critical thinking.
Engage in high-quality oral discussions and presentations.

DHYG 246 : Clinical Dental Hygiene III

Credits 5

This clinical course is designed to enable students to demonstrate competency with the pediatric and adolescent patient and to expand their experience in the treatment of the periodontally involved patient. Students refine techniques for treatment planning for root planing and non-surgical periodontal treatment. Utilization of radiographs, local anesthesia and nitrous oxide sedation in patient care is further developed. Students integrate knowledge and skills developed in all previous course work to date. This class may include students from multiple sections.

Prerequisites

DHYG 136; concurrent enrollment in DHYG 245

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Employ competent professional and culturally sensitive communication skills that apply health equity concepts.
Demonstrate continued competence in the use of infection control, sterilization, and exposure control procedures.
Present a summary of the patient's complete assessment including all aspects of their history and charting particularly for patients with complex medical considerations.
Develop and present comprehensive DH treatment plans for the delivery of dental hygiene therapy to child, adolescent, adult, and geriatric patients.
Present written reflections and observations regarding DH care provided in the clinic and a variety of service-learning rotations.
Demonstrate correct periodontal therapy instrumentation techniques, utilizing all instructed curettes, scalers, and files.
Implement alternative fulcrum positions.
Evaluate the patient response, prognosis, and re-evaluation/recare plan.
Utilize ultrasonic technology, and air polishing instrumentation when appropriate.
Describe treatment considerations regarding dental implant placement, evaluation, and maintenance.
Perform competency evaluations, utilizing patient-centered communication and clinical techniques while delivering dental hygiene treatment for a pediatric and adolescent clinic patient.
Provide comprehensive dental hygiene care for patients with periodontal involvement.

Interpret radiographs, recognizing normal and abnormal conditions of the oral cavity.
Manage pediatric and adolescent patients and provide parent education.
Integrate and correlate the basic behavioral and dental sciences learned to date as they apply to the care of the dental hygiene patient.
Assess patients for pain control procedures and utilize local anesthesia and/or nitrous oxide appropriately considering patient-centered care and safety.
Identify and manage potential complications resulting from patient treatment.
Assess patients who use tobacco products and provide Tobacco Cessation Counseling when appropriate.
Assess and implement nutritional counseling regarding oral disease prevention when appropriate.

DHYG 255 : Dental Hygiene Theory IV

Credits 1

This course is designed to enable students to expand their knowledge about treatment of the periodontally involved patient. Students refine techniques for patient assessment, treatment planning, patient communication, full mouth scaling, and non-surgical periodontal treatment. Connections between oral health and systemic health are pursued. Students continue to develop and add to their clinical case portfolio. This class may include students from multiple sections.

Prerequisites

DHYG 245; concurrent enrollment in DHYG 256

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of dental hygiene care.
Demonstrate critical thinking, public speaking and oral presentations.
Correlate connections between oral and systemic health as they relate to decision making in dental hygiene care considerations.
Evaluate and present dental hygiene patient case studies.
Develop and actively engage in academic/college writing and research skills appropriate to the academic course.
Describe considerations regarding dental implant placement, evaluation, and maintenance.
Summarize recare protocol necessary for continuity in long term preventive periodontal care, including referral considerations.
Develop and model critical thinking to evaluate dental products' benefits and alternatives based on science, evidence, and clinical trials.
Engage in high-quality oral discussions and presentations.
Evaluate and recognize radiographic technique, anatomical and dental structures in states of health and disease.
Describe outcome evaluation procedures following implementation of dental hygiene care.
Define connections between oral and overall health as they relate to decision making in the delivery of clinical patient care.
Describe communication skills needed to have difficult conversations with patients.

DHYG 256 : Clinical Dental Hygiene IV

Credits 6

In this course, students continue to practice and further refine their dental hygiene skills. Students further their experience in treatment of the periodontally involved patient. Students refine techniques for treatment planning for root planing, and non-surgical periodontal treatment. Utilization of radiographs, local anesthesia and nitrous oxide sedation in patient care is further developed. Students integrate knowledge and skills developed in all previous course work to date. Students begin extramural rotations into the local community with faculty supervision. This class may include students from multiple sections.

Prerequisites

DHYG 246; concurrent enrollment in DHYG 255

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.
Employ knowledgeable professional and culturally sensitive communication skills that apply health equity concepts.

Demonstrate continued competence in the use of infection control, sterilization, & exposure control procedures.
Present a summary of the patient's complete assessment including all aspects of their history and charting particularly for patients with complex medical considerations.
Develop and present comprehensive DH treatment plans for the delivery of dental hygiene therapy to adult periodontally involved and geriatric patients.
Perform competency evaluations, utilizing patient-centered communication and clinical techniques while delivering dental hygiene treatment for clinic patients.
Demonstrate proficiency with periodontal therapy instrumentation techniques.
Interpret radiographs, recognizing normal and abnormal conditions of the oral cavity and anatomy in radiographs.
Evaluate the patient response, prognosis, and re-evaluation/recare plan.
Assess the patient for pain control procedures and utilize local anesthesia and/or nitrous oxide appropriately considering patient-centered care and safety.
Identify and manage potential complications resulting from patient treatment.
Integrate and correlate the basic behavioral and dental sciences learned to date as they apply to the care of the dental hygiene patient.
Present written reflections and observations regarding DH care provided in the clinic and a variety of service-learning rotations.

DHYG 265 : Dental Hygiene Theory V

Credits 1

This course is designed to enable students to expand their knowledge about the periodontally involved patient. Students refine their knowledge about patient assessment, treatment planning, patient communication, full mouth scaling, and non-surgical periodontal treatment. National Board preparation and taking a mock National Board. Students begin to think about employment and continue to develop and add to their clinical case portfolio. This class may include students from multiple sections.

Prerequisites

DHYG 255; concurrent enrollment in DHYG 266

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of dental hygiene care.
Describe preparation for the process of taking the National Board examination.
Refine the ability to evaluate dental manufacturers' information, product test reports, dental literature, and dental products based on science, evidence, and clinical trials.
Explain common dental terminology codes used in dental hygiene practice.
Describe professional and ethical conduct with patients, students, faculty, and staff.
Utilize dental hygiene employment considerations in preparation for achieving licensure to practice.
Explain the various types of employment opportunities existing in each role of the dental hygienist.
Discuss the delivery of dental hygiene therapy to children and adolescents with an oral health concern, have special needs or are medically complex.

DHYG 266 : Clinical Dental Hygiene V

Credits 6

This course continues to offer advanced clinical experience in providing dental hygiene treatment for a variety of clinical patient cases. Students use local anesthesia, nitrous oxide, oral antimicrobials, and dietary analysis and recommendations. Regional Board Examination requirements and protocol are reviewed and simulated through practical exercises. Identification of an appropriate patient for licensure examination is made. Students integrate knowledge and skills developed in all previous course work to date. Students continue extramural rotations into the local community with faculty supervision. This class may include students from multiple sections.

Prerequisites

DHYG 256; concurrent enrollment in DHYG 265

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.

Employ proficient professional and culturally sensitive communication skills that apply health equity concepts.
Demonstrate continued competence in the use of infection control, sterilization, & exposure control procedures.
Describe accurate, comprehensive medical/dental histories related to oral/systemic disease and patient well-being and present a summary of medical/dental history and physical status to clinical faculty.
Develop and present comprehensive DH treatment plans for the delivery of dental hygiene therapy to all types of patients.
Identify significant medical and/or dental modifications required prior to proceeding with dental hygiene care (including consultation and referral) and apply them during delivery of care for a widely varied patient base.
Perform competency evaluations, utilizing patient-centered communication and clinical techniques while delivering dental hygiene treatment for clinic patients.
Demonstrate correct periodontal therapy instrumentation techniques, utilizing all instructed curettes, scalers, and files.
Evaluate the patient response, prognosis, and re-evaluation/recare plan.
Interpret radiographs to a high level of accuracy.
Demonstrate competence in the ability to assess patients for pain control procedures.
Administer local anesthesia and/or nitrous oxide appropriately considering patient-centered care and safety.
Integrate and correlate the basic behavioral and dental sciences learned to date as they apply to the care of the dental hygiene patient.

DHYG 275 : Dental Hygiene Theory VI

Credits 1

This course is designed to prepare students with critical thinking skills for transition into professional clinical dental hygiene practice. Students will review criteria to prepare for licensure exams and integrate acquired knowledge into dental hygiene practice. Development of a personal resume and cover letter are accomplished to facilitate the transition to clinical practice. Students' professional clinical portfolios will be completed and presented. This class may include students from multiple sections.

Prerequisites

DHYG 265; concurrent enrollment in DHYG 276

Course Outcomes

Exhibit professionalism through personal appearance, attitude, legal and ethical conduct appropriate for the humanistic learning environment and delivery of dental hygiene care.
Identify the need for medical and dental precautions in patient treatments, determine specific precautions necessary.
Describe the criteria and preparation for the process of Western Regional Exam Board licensure examination.
Discuss time management for dental hygiene appointments.
Describe dental business and practice management strategies for dental hygiene practice.
Demonstrate how to create a resume and cover letter for seeking a dental hygiene position.

DHYG 276 : Clinical Dental Hygiene VI

Credits 6

This course continues to offer advanced clinical experience in performing treatment for a variety of clinical patient cases. Students use local anesthesia, nitrous oxide, oral antimicrobials, and dietary analysis. Regional Board Examination requirements and protocol are reviewed and simulated through practical exercises. Student rationale and identification of an appropriate patient for licensure examination is made. Students integrate knowledge and skills developed in all previous course work to date. This class may include students from multiple sections.

Prerequisites

DHYG 266; concurrent enrollment in DHYG 275

Course Outcomes

Exhibit professionalism through personal appearance, attitude, and conduct appropriate for the humanistic learning environment and delivery of ethical dental hygiene care.

Display proficient professional and culturally sensitive communication skills that apply health equity concepts.
Demonstrate continued competence in the use of infection control, sterilization, and exposure control procedures.
Describe accurate, comprehensive medical/dental histories related to oral/systemic disease and patient well-being and present a summary of medical/dental history and physical status to clinical faculty.
Demonstrate case assessment, recording and charting of findings, and treatment plan development for the patient with advanced periodontal disease.
Identify significant medical and/or dental modifications required prior to proceeding with dental hygiene care.
Integrate and perform all aspects of dental hygiene care to include preventive procedures, therapeutic procedures, adjunctive therapies, and follow up care (including re-evaluation and maintenance) for a wide variety of patient types.
Demonstrate proficiency in caries detection.
Demonstrate proficiency in scaling and root planing.
Demonstrate proficiency utilizing ultrasonic scaling and air polishing procedures and techniques.
Interpret radiographs to a high level of accuracy.
Demonstrate competence in the ability to assess patients for pain control procedures.
Administer local anesthesia and/or nitrous oxide appropriately considering patient-centered care and safety.
Identify and manage potential complications resulting from patient treatment.
Perform competency evaluations, utilizing patient-centered communication and clinical techniques while delivering dental hygiene treatment for clinic patients.
Present written reflections and observations regarding DH care provided in clinic and a variety of service-learning rotations.
Describe Western Regional Exam Board patient criteria and utilize it to screen and select appropriate patients for licensure examination.
Integrate and correlate the basic behavioral and dental sciences learned to date as they apply to the care of the dental hygiene patient.

Directed Studies (DS)

DS 290 : Directed Research

Credits 1-5
Quarter Offered Occasionally
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. This class may include students from multiple sections. (Elective)
Prerequisites
All arrangements must be made with the instructor prior to enrollment
Course Outcomes
Learning outcomes vary according to project

DS 295 : Special Topics

Credits 1-5
Quarter Offered Occasionally
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. This class may include students from multiple sections. (Elective)
Course Outcomes
Learning outcomes vary according to project

Drama (DRMA/DRMA&)

DRMA& 101 : Intro to Theatre
Credits 5

Quarter Offered Fall
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. ENGL& 101 highly recommended. This class may include students from multiple sections. (Humanities, Elective)
Course Outcomes

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.
List and explain traits that theatre shares with other kinds of performance.
Describe the basic process of script development and key elements of plot structure.
Apply basic performance skills, with a focus on "honesty" in character development and action.
Explain how design and technical theatre areas enhance and support a live performance.
List and explain traits of theatre itself including configurations and stage shapes.
Practice costume and set design.
Perform a monologue and a duet.
Write a critique of a play performed locally.
Write and perform a two person scene.

DRMA 107 : Theatre Production and Design
Credits 5

Quarter Offered Winter
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 may include students from multiple sections. (Elective)
Course Outcomes

Create meaningful and functional design for theatrical performances.
Operate the basic systems in a theatre.
Respond critically to various theatrical performance designs.
Work collaboratively as a member of a technical stage crew and participate effectively in production meetings.

DRMA 124 : Acting I
Credits 5

Quarter Offered Winter
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-Stanislavkian acting theories that are applied in scene and partner work. This class may include students from multiple sections. (Humanities-Performance, Elective)
Course Outcomes

Demonstrate the following aspects of the craft of acting: relaxation/breathing techniques, visualization, given circumstances, objectives, scene analysis, and improvisation.
Analyze scenes from plays.
Demonstrate creativity and critical reflection throughout the process of acting.
Apply a working vocabulary of theatre terms.
Memorize lines in a timely manner.
Demonstrate relaxation and energizing methods from warm-ups to rehearsal.
Demonstrate and apply outer and inner concentration techniques in rehearsal.
Apply imaginative techniques to a variety of acting scripts and rehearsal situations.
Apply sensory perception as an acting tool.
Create and apply the concept of "intention" to the planning and rehearsal of scenes.

DRMA 125 : Acting II

Credits 5

Quarter Offered Occasionally

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 may include students from multiple sections. (Elective)

Course Outcomes

Analyze the psychology and emotional depth of a character.
Apply an advanced working vocabulary of theatre terms.
Demonstrate a critical approach to scene analysis through the written and spoken word.
Knowledge of history and application of acting techniques (e.g. Stanislavsky, Meisner, etc.)
Perform in contrasting acting styles and genres (e.g. film, classic, modern, comedic, dramatic, etc.)

DRMA 175 : Introduction to Playwriting

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

Identify dramatic action that will contribute to an effective writing structure.
Analyze dramatic structure using Aristotle's elements (i.e. plot, character, theme, diction, music, spectacle).
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.
Employ constructive feedback techniques for peers in class.
Demonstrate critical vocabulary for identifying strengths and areas of concern in peer work.

DRMA 211 : Theater Practicum I

Credits 1-5

Quarter Offered Occasionally

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Demonstrate the ability to work on various practical aspects of theatre production production (e.g. lighting, set construction, makeup, costume design, stage management)
Develop professional courtesy when working with all members on the production team
Develop shop skills and safety practices when working on a production
Use time-management skills to schedule and complete required hours

DRMA 212 : Theater Practicum II

Credits 1-5

Quarter Offered Occasionally

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Be self-motivated in seeking hours and a variety of tasks to complete
Demonstrate advanced knowledge of various aspects of theatre production (e.g. lighting, set construction, makeup, costume design, stage management)
Continue to employ professional courtesy when interacting with all members of the production team

Maintain shop skills and safety practices when working on a production
Use time-management skills to schedule and complete required hours

DRMA 230 : Introduction to Directing

Credits 5

Quarter Offered Winter (odd year)

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Course Outcomes

Demonstrate a critical vocabulary to talk about direction.
Analyze a text for performative possibility.
Facilitate an interpretation of a text as a collaborative and performative artifact.
Explain contemporary theories of direction.
Explain acting from a directorial perspective.
Communicate objectives to student actors.
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.
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.

Early Childhood Education (ECED/ECED&)

ECED& 105 : Introduction to Early Childhood Education

Credits 5

Quarter Offered Fall

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 may include students from multiple sections. STARS approved.

Course Outcomes

Explain current theories and ongoing research in early care and education.
Describe the role of play in early childhood programs.
Compare early learning program models.
Explain the importance of developing culturally responsive partnerships with families.
Identify appropriate guidance techniques used in early care and education settings.
Describe the observation, assessment, and teaching cycle used to plan curriculum for all young children.
Apply the professional code of ethics for early care and education to resolve dilemmas.
Describe major historical figures, advocates, and events shaping today's early childhood education.

ECED& 107 : Health, Nutrition, and Safety

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

Describe federal and state mandated health, safety, and nutrition practices.
Identify indicators of illnesses/ infectious diseases and steps to prevent the spread of them.
Outline safety procedures for providing emergency care and daily care.
Evaluate program safety policies.
Describe food programs and practices that support the development of children.
Create examples of developmentally appropriate and culturally responsive health, safety, and nutrition education materials and activities.
Describe the responsibilities of mandated reporters.
Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services.

ECED& 120 : Practicum

Credits 2

Quarter Offered Fall, Spring

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 may include students from multiple sections. STARS approved.

Course Outcomes

Describe the characteristics of nurturing relationships built between teachers and children.
Practice ideals of professionalism in work with children, families and peers.
Recognize cultural responsiveness when observing professionals and programs.
Identify practices that promote health, safety, growth and development of children.

ECED& 132 : Infants and Toddlers

Credits 3

Quarter Offered Spring

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

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.
Design a plan to support reciprocal, culturally sensitive partnerships with families.
Select positive guidance techniques that are appropriate and effective with infants and toddlers.
Critique infant and toddler early learning environments, articulating environmental influences on the learning processes of infants and toddlers during authentic play activities.
Describe a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development.

ECED& 134 : Family Childcare Management

Credits 3

Quarter Offered Winter

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. This class may include students from multiple sections.

Course Outcomes

Describe strategies for complying with Family Childcare Minimum Licensing Requirements.
Describe strategies for meeting the developmental needs and guiding the behavior of children in multi-age groups.
Identify strategies for family child care business management including tax planning and record-keeping.
Create written documents, such as a contract and policy handbook, that facilitate communication between the provider and the families.
Develop strategies for creating reciprocal, culturally responsive relationships with families.
Articulate knowledge and skills that define Family Childcare Providers as professionals.

ECED& 137 : Outdoor Learning for Young Children

Credits 3

Quarter Offered Spring

This course is an exploration of nature-based, outdoor learning experiences for all young children. Students will identify the benefits of outdoor learning for children, learn about the teacher's role in supporting learning in the outdoor learning environment, consider adult comfort levels with outdoor experiences, and examine risk-taking as a part of learning. This class may include students from multiple sections.

Course Outcomes

Describe the benefits of outdoor learning environments (OLE) for all children birth-8 years, including disabilities and recognize the OLE as a place where development is encouraged.
Explain the benefits of OLE and how OLE can positively impact children as well as practice conversational skills to advocate for OLE to parents and administrators.
Create a plan for an OLE that supports all children's learning.
Identify and practice teaching strategies that can be used in the OLE.
Explore and describe personal comfort level with outdoor experiences and risk-taking and describe the value of risk-taking as it pertains to children's learning and development.
Demonstrate strategies for supporting children's risk-taking and learning in the outdoor learning environment.

ECED& 139 : Administration of ECE Programs

Credits 3

Quarter Offered Spring

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. This class may include students from multiple sections.

Course Outcomes

Articulate early learning program philosophies, mission statements, and corresponding daily practice.
Create program policies and practices in compliance with state child care licensing codes, food program guidelines, and accreditation standards.
Plan for appropriate staffing, meals, equipment and materials and programing for specific age groups and settings.
Use a variety of strategies to maintain regular communication with families and provide opportunities for parent engagement and education.
Plan a balanced budget.
Identify methods for recruiting, hiring, evaluating, supervising, and supporting the professional development of program personnel.
Use tools to evaluate program effectiveness and identify areas of improvements.
Articulate effective application of the NAEYC Code of Ethics.

ECED& 160 : Curriculum Development

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

Explain major early childhood curriculum theories and current trends in curriculum design for early learning environments.
Apply principles of developmentally, individually and culturally appropriate practice when designing, implementing and evaluating curriculum.
Evaluate integrated learning experiences supportive of children's development and learning incorporating national, state and local standards.
Design curriculum that supports children's language/communication, cognitive, social/emotional, fine/gross motor and creative development.
Design curriculum that is inclusive and represents the diversity of children and families.
Plan developmentally appropriate activities and schedules, which promote all children's growth and learning.
Observe, document and assess individual and group needs, interests and skills for the purpose of curriculum planning and on-going modifications of plans.

ECED& 170 : Environments

Credits 3

Quarter Offered Spring

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

Design healthy, respectful, supportive, and challenging learning environments for children.
Identify strategies to achieve compliance with Washington Administrative Code and other state or federal regulations.
Create environments that promote growth in all developmental domains and academic disciplines.
Establish environments, routines, and schedules that promote children's age- appropriate, self-regulated behaviors.
Establish environments that promote the cultural diversity of children, families, and their communities.

ECED& 180 : Language and Literacy Development

Credits 3

Quarter Offered Spring
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 may include students from multiple sections. STARS approved.
Course Outcomes

Explain the continuum of language acquisition and early literacy skills.
Develop evidence-based, appropriate environments and opportunities that support children's emergent language and literacy skills.
Describe strategies for responding to children who are culturally, linguistically, and ability diverse.
Develop ways to facilitate family and child interactions as primary contexts for heritage language and English development.
Analyze images of culture and individual abilities reflected in children's literature and other learning materials.
Utilize developmentally appropriate and culturally responsive assessment practices for documenting the growth of language and literacy skills.

ECED& 190 : Observation and Assessment
Credits 3

Quarter Offered Winter
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. This class may include students from multiple sections. STARS approved.
Course Outcomes

Describe reasons for collecting observation and assessment data.
Identify indicators of growth, development, learning and social behaviors in all children.
Identify techniques for avoiding bias, judgments, and assumptions in observations.
Collect factual, descriptive data using a variety of assessment tools and strategies.
Document and analyze assessment data for use in planning curriculum for individual and groups of children.

ECED 147 : Practicum II
Credits 5

Quarter Offered Winter, Spring
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. STARS approved.
Prerequisites
2.0 or higher in ECED& 120 and ECED& 190
Course Outcomes

Create and maintain a safe and healthy environment for young children.
Meet each child's individual needs and plan for group needs.
Prepare and evaluate the learning environment for young children.
Develop and implement curriculum plans for young children.
Support the child and family.
Contribute to a professional team environment.
Develop personally and professionally.

ECED 201 : Internship
Credits 1-5
Quarter Offered Fall, Winter, Spring, Summer
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 may include students from multiple sections. STARS approved.
Prerequisites
15 credits of ECED
Course Outcomes

Develop personal goals for the quarter.

Develop objectives to meet personal goals.
Develop activities to accomplish objectives.

ECED 260 : Practicum III

Credits 5

Quarter Offered Fall, Winter, Spring

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 may include students from multiple sections. STARS approved.

Prerequisites

Completion of ECED& 120 and ECED& 190, ECED 147, and at least 30 credits in ECE courses; Grade of 2.0 or higher in ECED& 120, ECED& 190, and ECED 147

Course Outcomes

Create and maintain a safe and healthy environment.
Meet each child's individual needs and plan for group needs.
Prepare and evaluate the learning environment.
Develop and implement curriculum.
Support the child and family.
Create and maintain a professional team environment.
Develop personally and professionally.

Economics (ECON/ECON&)

ECON& 201 : Microeconomics

Credits 5

Quarter Offered Fall, Winter

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

AMATH 121 OR MATH 90 and ENGL& 101

Course Outcomes

Students will use graphs and equations to construct and apply the models of consumption possibilities to explain opportunity costs;
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;
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;
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;
Students will use the duality theorem to explain the relatonship between production and cost theory as the foundation for the theory of supply;
Students will use the theory of demand and supply to explain how idealized perfect competition can maximize economic welfare.
Students will apply theories of market structure to explain departures from the maximization of economic welfare under perfect competition.
Students will use other economic paradigms (e.g., Ecological Economics, Feminist, Institutionalist and Marxist) to explain economic outcomes;
Students will use critical thinking – the use of empirically grounded reason – to test claims about the impact of public policy on economic outcomes.

ECON& 202 : Macroeconomics

Credits 5

Quarter Offered Fall, Spring

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

AMATH 121 or MATH 90 and ENGL&101

Course Outcomes

Students will access and use primary data from the BEA and BLS to describe the business cycle using macroeconomic performance indicators.
Students will apply alternative theories (Classical, Marxist, Institutionalist, Keynesian and Monetarist) to explain the business cycle.
Students will use algebraic and graphical analysis to design and assess the impacts of fiscal and monetary policy.
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.
Students will describe the historical events shaping the evolution of economic society and theories describing macroeconomic outcomes.
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.

ECON 101 : Introduction to Economics

Credits 5

Quarter Offered Winter, Spring

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

MATH 90 or AMATH 121 or concurrent enrollment; and eligibility for ENGL& 101

Course Outcomes

Students will use economic history to explain the evolution of economic institutions and their ideological legitimation of the distribution of welfare.
Students will use graphical models – consumption possibilities, production possibilities, demand and supply, aggregate demand and supply – to explain economic outcomes.
Students will explain, using economic models, how fiscal and monetary policy affect the business cycle.
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.

ECON 220 : Introduction to Environmental Economics

Credits 5

This course is intended to serve as an introduction to the concepts, theories, and methods used in the economic analysis of environmental and natural resource sustainability. The course covers topics of pollution, use of renewable and non-renewable resources and international Environmental policy discussions. The course aims to provide students with an ability to think about pressing environmental and resource issues and possible solutions in economic terms. This class may include students from multiple sections. (Elective)

Course Outcomes

Describe the relationship between economics and the environment.
Perform cost-benefit analysis for valuing environmental policy.
Explain economic growth and sustainable development.
Analyze strategic interactions between the environment and scarcity.
Examine the economics of non-renewable natural resources.
Analyze the economics of renewable resources.
Explain the challenge of coordinating international environmental policy.
Discuss the economics of household waste and recycling.

Education (EDUC/EDUC&)

EDUC& 115 : Child Development

Credits 5

Quarter Offered Winter, Summer

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. This class may include students from multiple sections. STARS approved. (Formerly EDUC& 114, Elective)

Course Outcomes

Discuss prominent child development research and theories guiding parenting and caregiver's practices.
Describe the developmental sequence from conception through early adolescence in all domains.
Analyze critical stages of brain development as influencers of child development.
Examine techniques to conduct and document observations of children as a means to assess and communicate growth and development.
Explain individual differences in development.
Identify how family, caregivers, teachers, community, culture, and trauma influence development.
Outline community resources to support children's and families' development.

EDUC& 130 : Guiding Behavior

Credits 3

Quarter Offered Winter

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

Identify developmentally appropriate individual and group behaviors of children.
Compare at least three approaches to guiding behavior.
Recognize positive, respectful, culturally responsive approaches to guidance.
Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function.
Articulate strategies to promote social/emotional competence and positive sense of self.

EDUC& 136 : School Age Care

Credits 3

Quarter Offered Winter

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. This class may include students from multiple sections.

Course Outcomes

Evaluate, written philosophies of school age child care that address high quality care.
Identify at least five professional organizations or resources for school age care providers.
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.)
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.
Analyze a school age program and identify a plan for Improvement that is based on best practices, and accepted standards.

EDUC& 150 : Child, Family, and Community

Credits 3

Quarter Offered Spring
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 may include students from multiple sections.

Course Outcomes

Evaluate and describe the cultural influences, social issues, changes and transitions that affect children, families, schools and communities.
Examine the concept of family, school, peers, media and community as socialization agents.
Analyze strategies that empower families to establish and maintain collaborative relationships to support the growth and development of children.
Identify how one's own family history and life experiences may impact relationships with children and families.
Identify community services and agencies that support the needs of children and families and establish resource and referral systems for parents and educators.

EDUC& 204 : Inclusive Education

Credits 5

Quarter Offered Fall
Introductory course in recognition and identification of exceptionality in children from birth through 21 years of age. Includes policies and regulations concerning state and federal provisions of special education and related services, as well as adaptations for serving students with special needs in general education classrooms. This class may include students from multiple sections. (Elective)

Course Outcomes

Discuss the history, policies, and competencies that guide special education in the State of Washington.
Recognize core concepts and values that are essential to special education including confidentiality, person-first language, family-centered and culturally responsive practice, natural environments, inclusion, and least restrictive environments.
Identify the milestones of human development and risk factors that may impact development.
Explain the IFSP/IEP/504/RTI/Transition Plan sequence as carried out in the education setting.
Describe evidence-based techniques and adaptations for supporting culturally, linguistically, and ability diverse children and their families.
Articulate the process for identification and placement for children with exceptionalities within educational settings including transition planning.

EDUC 206 : Issues of Child Abuse and Neglect

Credits 2

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. This class may include students from multiple sections. STARS approved.

Course Outcomes

Define the legal definition of abuse and neglect and explain the state statues regarding responsibilities in reporting.
Recognize signs of abuse and neglect and describe ways to work effectively with children who have experienced maltreatment.
Identify characteristics of a potential abuser and list behaviors which might be indicators of maltreatment.
Describe the mandated reporter's role in reporting suspected abuse and neglect.
Describe the steps in reporting suspected maltreatment.
Explain and discuss factors that could lead to child abuse and neglect and how to prevent it.
Research local community resources that support people who have experienced maltreatment.

EDUC 240 : Advancing Equity in Education

Credits 3

Quarter Offered Spring

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 Outcomes

Explain how one's own biases (implicit and explicit) may contribute to interactions and messages being sent to children and families.

Describe the developmental, cultural, and linguistic appropriateness of the learning environment and teaching practices.

Explain the importance of developing culturally responsive partnerships with families.

Embed fair and equitable approaches in all aspects of early childhood program delivery, including standards, assessments, curriculum, and personnel practices.

English (ENGL/ENGL&)

ENGL& 101 : English Composition I

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
Active reading, effective writing, and critical thinking, using subjective and objective approaches. Introduction to research techniques. This class may include students from multiple sections. (Communication Skills)
Prerequisites
Score of 92 or more on Accuplacer placement test, or passing ENGL 90
Course Outcomes

Demonstrate an ability to follow the writing process of prewriting, drafting, revising, and editing.
Compose thesis-centered, well-organized essays that use correct grammar and mechanics with purpose, style, and voice.
Discuss an author's main point and supporting details in professional essays, assigned readings, and classmates' essays.
Recognize and avoid plagiarism, using proper citation format.
Apply self-assessment to evaluate knowledge and skills in reading, writing, and research.
Demonstrate good listening skills, and discuss different viewpoints.

ENGL& 102 : Composition II

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
Reading and writing using analytical and critical approaches. One or more research papers. Builds on concepts introduced in ENGL& 101. This class may include students from multiple sections. (Communication Skills)
Prerequisites
2.0 or higher in ENGL& 101
Course Outcomes

Demonstrate an ability to follow the writing process of prewriting, drafting, revising, editing.
Compose thesis-centered, well-organized essays that use correct grammar and mechanics with purpose, style, and voice.
Demonstrate an ability to research academic sources and apply quotes and information from reliable sources to writing assignments.
Demonstrate an ability to recognize plagiarism and apply proper citation format for secondary sources.
Discuss an author's main point and supporting details in professional essays, assigned readings, and classmates' essays.
Evaluate stylistic choices, rhetorical strategies, logical explanations, and supporting evidence in professional essays, assigned readings, and classmates' essays.
Apply self-assessment to evaluate knowledge and skills in reading, writing, and research.
Demonstrate good listening skills and tolerate different viewpoints.

ENGL& 111 : Introduction to Literature

Credits 5

Quarter Offered Fall (even year)
Study of the major genres of multicultural literature, including fiction, poetry, and drama. Focus on understanding key concepts to increase appreciation and knowledge. This class may include students from multiple sections. (Humanities, Elective)
Course Outcomes

Writing Competency: Plan, draft, revise, and complete written compositions which express complex ideas and pose challenging questions, exhibiting clarity, coherence, completeness, correctness, and creativity.
Reading Competency: Read a variety of texts, applying skills of comprehension, imagination, and analysis.
Critical Thinking: Identify and troubleshoot problems; collect and apply data, recognize that values and perspectives influence thinking.
Information Competency: Locate, retrieve, analyze, synthesize, evaluate, and integrate information.
Personal Competency: Accept responsibility for one's own learning.

Interpersonal Competency: Listen actively, work cooperatively and productively with others, and make useful contributions in large and small group discussions.

ENGL& 112 : Introduction to Fiction

Credits 5

Quarter Offered Spring (even year)
Discover successful ways of exploring fiction. Study of form and structure, as well as major novelists and short-story writers, past and modern. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Analyze one's own values, identity, and connections to community.
Analyze literary texts from thematic, cultural, and stylistic perspectives.
Explain observations and interpretation of literary texts.
Evaluate reactions to literary texts.
Interpret information from literary texts, incorporate that information into essays, and document sources correctly.
Demonstrate collaborative learning.

ENGL& 113 : Introduction to Poetry

Credits 5

Quarter Offered Spring (odd year)
Approach poetry successfully. Study of poetic form and structure, as well as major poets and poems, past and present, American and worldwide. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Analyze one's sense of self and purpose in life;
Analyze one's own values and how family and community influence them;
Compare and contrast one's identity with people from other cultures.
Read actively and analytically about other individuals' and other cultures' values, practices, behaviors, norms, and expectations;
Compare to one's own values, practices, etc.;
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.
Discuss personal and cultural differences with classmates;
Acknowledge and tolerate different viewpoints;
Evaluate and challenge assumptions and conclusions—both one's own and others.
Explore, discover, and express ideas about literature and the human condition;
Write essays controlled by a thesis and supported with specific examples from the texts;
Write in complete, varied sentences and unified, coherent, and developed paragraphs;
Avoid and correct errors in grammar, punctuation, mechanics, and usage. Question, explore, and share ideas, values, and beliefs;
Reduce anxiety and timidity in expressing opinions in a group setting;
Acknowledge the needs and expectations of others. Find and retrieve information from literary texts, incorporating that information into essays and class discussion;
Document sources according to MLA in-text citation format.

ENGL& 114 : Introduction to Drama

Credits 5

Helps to understand and experience a diversity of dramatic literature, from the Greeks through the Renaissance to modern and contemporary playwrights. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Analyze one's own values, identity, and connections to community.
Analyze literary texts from thematic, cultural, and stylistic perspectives.
Explain observations and interpretation of how plays are performed.
Evaluate audience reactions to plays.
Interpret information from literary texts, incorporate that information into essays, and document sources correctly.

Demonstrate collaborative learning.

ENGL& 220 : Introduction to Shakespeare

Credits 5

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. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Describe theatre and stagecraft in Shakespeare's day.
Describe political, social, and cultural milieu in which Shakespeare wrote his plays.
React verbally and in writing to a given play, noting themes and motifs.
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.
Write a paper which defends a given literary thesis with reasons and textural examples.

ENGL& 226 : British Literature I

Credits 5

Quarter Offered Winter (even year)

Survey of British literature from diverse periods. Selections will vary by quarter but will include classic and influential texts. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Read literature with insight.
Formulate verbal responses to literature.
Acquire knowledge about major British authors and their works.
Acquire a sense of how English developed as a language.
Hone research skills.
Increased pleasure from reading literature.
Increased appreciation for all the arts.
Increased knowledge of self and world.
Increased wisdom.
Increased sensitivity to diversity and other people.

ENGL& 227 : British Literature II

Credits 5

Quarter Offered Occasionally

Theme-based study of selected masterpieces of British literature in context. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Read literature with insight.
Formulate verbal responses to literature.
Acquire knowledge about major British authors and their works.
Acquire a sense of how English developed as a language.
Hone research skills.
Increased pleasure from reading literature.
Increased appreciation for all the arts.
Increased knowledge of self and world.
Increased wisdom.
Increased sensitivity to diversity and other people.

ENGL& 235 : Technical Writing

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections. (Formerly ENGL 150, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Use accepted professional formats and conventions to write documents.
Produce a research project appropriate to the student's major and/or career interests.
Design a research strategy to solve a specific problem.
Propose a clearly reasoned, convincingly supported solution to a specific problem.
Conduct primary and secondary research, assessing effectiveness and validity of information sources.
Paraphrase, summarize, and quote information from sources, using correct citations.
Design visually effective documents and presentations.
Revise and edit documents with peer exchange to improve clarity, economy, and rhetorical effectiveness.

ENGL& 236 : Creative Writing I

Credits 5

Quarter Offered Fall, Winter

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. This class may include students from multiple sections. (Humanities-Performance, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Demonstrate an understanding of the elements of fiction/poetry/drama.
Generate and revise a portfolio of 15-30 pages of poetry, fiction, creative non-fiction, drama, and/or other genres.
Analyze creative writing by professional writers and identify the elements of fiction and poetry therein.
Demonstrate an ability to objectively analyze and critique peer writing.
Utilize appropriate vocabulary/terminology in regard to analysis of professional and student writing.
Demonstrate an ability to revise works in response to workshop feedback and personal choice.
Demonstrate some awareness of cultural and historical context as they apply to interpreting works of poetry/fiction/drama.

ENGL& 237 : Creative Writing II

Credits 5

Quarter Offered Fall, Winter

Advanced creative writing using workshop approach. Genres offered vary by quarter and instructor. This class may include students from multiple sections. (Elective)

Prerequisites

ENGL& 236 or instructor permission

Course Outcomes

Compose beginning works in poetry, fiction, creative non-fiction, drama, and/or other genres.
Demonstrate an ability to participate in workshops by giving and received substantive feedback.
Demonstrate an ability to revise works in response to workshop feedback and personal choice.
Construct a portfolio of 15-30 pages of polished work.
Analyze creative work by professional writers.
Demonstrate good listening skills and tolerate different viewpoints.

ENGL& 244 : American Literature I

Credits 5

Quarter Offered Spring (even year), Summer
Survey of classic works as well as new voices from the beginning of American literature to the present. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
ENGL& 101 or instructor permission
Course Outcomes

- Read actively and analytically about individuals' and cultures' values, practices, behaviors, and expectations.
- 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.
- 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.
- Acknowledge different viewpoints and evaluate and challenge assumptions and conclusions-both one's own and others.
- Write pieces controlled by a central argument that are well-edited and supported with specific examples from the texts.
- 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.

ENGL& 245 : American Literature II
Credits 5

Quarter Offered Spring (odd year)
Theme-based study of selected masterpieces of American literature in context. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
ENGL& 101 or instructor permission
Course Outcomes

- Read works of American literature that connect through a specific theme.
- Analyze and discuss works of American literature in relation to major historical events.
- Explain the cultural and political contexts for works of American literature.
- Demonstrate effectively, in writing, knowledge and understanding of assigned readings and the theme that connects them.
- Demonstrate ability to effectively conduct research related to course readings and themes.
- Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

ENGL& 254 : World Literature I
Credits 5

Quarter Offered Fall (odd year)
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. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
ENGL& 101 or instructor permission
Course Outcomes

- Analyze and discuss works of world literature in relation to major historical events.
- Discuss a variety of literary genres: fiction, poetry, and plays, as well as academic writing: articles and books about literature.
- Explain the cultural and political contexts of given works of world literature.
- Demonstrate effectively, in writing, knowledge of assigned readings.
- Demonstrate ability to effectively research readings and themes for the purpose of writing about literature.
- Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

ENGL& 255 : World Literature II
Credits 5

Quarter Offered Fall (even year)

Theme-based study of selected masterpieces of African, Asian, European, and American literature in context. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

Read works of world literature that connect through a specific theme.
Analyze and discuss works of world literature in relation to major historical events.
Explain the cultural and political contexts for works of world literature.
Demonstrate effectively, in writing, knowledge and understanding of assigned readings and the theme that connects them.
Demonstrate ability to effectively conduct research related to course readings and themes.
Demonstrate appropriate vocabulary/terminology in regards to literary analysis.

ENGL 90 : Fundamentals of English

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

Review of sentence structure, grammar, usage, and punctuation. Introduction to essay writing. Placement based on Accuplacer score. This class may include students from multiple sections.

Course Outcomes

Prewrite, draft, and revise paragraphs and short essays controlled by topic sentences or thesis statements and supported by evidence.
Reduce errors in grammar and mechanics and use a variety of sentence structures.
Identify main ideas, supporting evidence, patterns of exposition, and transitions in assigned readings and classmates' essays.
Develop and apply vocabulary building skills.
Recognize and avoid plagiarism and demonstrate an awareness of academic documentation including MLA and APA.
Evaluate and use resources that are authoritative, accurate, unbiased, and current.
Accept personal academic responsibility including class attendance, class participation, and prompt and thorough completion of assignments.
Use tools of self-assessment to evaluate knowledge and skills in course outcomes.
Demonstrate good listening skills, acknowledge different viewpoints, and respect the need to examine cultural diversity.
Practice expressing opinions in a group setting.

ENGL 240 : Children's Literature

Credits 5

Quarter Offered Spring (odd year)

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 buy notable authors and illustrators. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101 or instructor permission

Course Outcomes

List criteria for excellence in children's books in general and by specific types.
Evaluate children's books based on criteria of experts in field.
Identify some of the best authors and illustrators of children's books.
Discuss and evaluate multiple genres of children's books.
Analyze the value of a lifelong enjoyment of children's books.
Discuss how presenting books to children may impact their learning, creativity, and social skills.

ENGL 250 : Intercultural Literature

Credits 5

Quarter Offered Winter (odd year)

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. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

ENGL& 101

Course Outcomes

Analyze issues from a variety of different cultural perspectives and compare content of readings to our own time and lives.
Evaluate assumptions and support opinions with evidence, details, and examples.
Analyze literary texts from thematic, cultural, and stylistic perspectives.
Interpret information from literary texts, incorporate that information into essays, and document sources correctly.
Demonstrate collaborative learning.

ENGL 290 : Special Topics in Literature

Credits 1-5

Quarter Offered Occasionally

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. This class may include students from multiple sections. (Elective)

Prerequisites

All arrangements must be made with the instructor prior to enrollment

Course Outcomes

Write and revise poetry, fiction and/or creative nonfiction, using suggestions given by teacher and peers.
Research and find possible markets for publication of material; submit material in a professional manner and on a regular basis. Maximize opportunities to publish.
Develop and execute a reading plan in appropriate genres.
Build a writing group which gives support to individuals.

ENGL 325 : Professional and Organization Communications

Credits 5

Quarter Offered Fall

Business writing course required for students seeking a Bachelor of Applied Science (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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Bachelors Program Admittance; ENGL& 101

Course Outcomes

Analyze rhetorical choices made by authors of actual business documents.
Compose a variety of business documents meant for different audiences.
Compose business documents that use clear, concise, unified, coherent, well-developed, grammatical prose.
Apply ethics to the composition of business documents.
Demonstrate an ability to do research on business management topics and apply that research to documents with proper source citation.
Apply consistent formatting and creative visual design elements to business documents.
Demonstrate an ability to collaborate with peers.

Entrepreneurship (ENT)

ENT 205 : Entrepreneurship

Credits 5

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. This class may include students from multiple sections.

Course Outcomes

Assess the upside and downside of business opportunities for an innovation Enterprise or Venture.
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.
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.

Entrepreneurship and Marketing Management (EM-BAS, Bachelor of Applied Science)

EM-BAS 311 : Digital Marketing
Credits 5

Quarter Offered Fall
This course will cover the foundations of digital marketing. Students will explore how to create visibility and attract customers through search engine marketing as well as social media marketing. Topics will also include but are not limited to how to build and maintain consumer and business relationships through email marketing, content marketing as well as exploring digital marketing plans. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas.
Prerequisites
Entrepreneurship/Marketing Management BAS Program Admittance
Course Outcomes
- Identify core concepts of marketing and the role digital marketing has in today's business environment.
- Explain search engine marketing and the role it plays in digital marketing.
- Describe the importance of social media marketing.
- Formulate a plan with an effective online presence.
- Evaluate the effectiveness of a digital marketing campaign using the appropriate tools.
- Discuss customer relationship development in digital marketing.

EM-BAS 420 : Sales, Negotiation, and Creative Product Development
Credits 5

Quarter Offered Winter
This course addresses the application of basic principles of sales and negotiations through the introduction and analysis of the negotiation process. It focuses on finding customers and developing relationships, using sales strategies and tools to meet clients' needs and finding and negotiating solutions for customers. This course explores the creative product development process and organization. Topics include identifying customer needs, planning the product and concept generation through testing. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Entrepreneurship/Marketing Management BAS Program Admittance
Course Outcomes
- Research negotiation strategies and evaluate their use and success in negotiations.
- Develop solutions for customers through negotiation.
- Identify sales strategies to meet the needs of clients.
- Explain the product development process and organization.
- Identify customer needs.
- Explain concept generation, selection and testing.

EM-BAS 450 : Business Launch 1 - Entrepreneurship Capstone
Credits 5

Quarter Offered Spring
Students will actively engage in planning and preparing a business growth plan or initiating a small local business. This class will facilitate preparing a comprehensive entrepreneurship project either on behalf of a local business or to conceptualize or initiate a new business launch, applying learning from previous courses. Students will develop and complete a capstone written project which sets a thought-out plan of action for business development. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Entrepreneurship/Marketing Management BAS Program Admittance; Completion of EM-BAS 311 and EM-BAS 420

Course Outcomes

Implement entrepreneurship perspectives while developing a plan for success in their chosen field or service.
Engage in a series of site visits to local businesses to assess key marketing indicators and actively participate in discussions on-site and in discussion boards.
Develop a risk assessment plan on an industry and the potential pitfalls and hazards through a designated period of implementing the growth.
Articulate the role and importance of entrepreneurship and local business development in the community.
Analyze and distinguish the pros and cons of different types and sources of start-up funding.
Develop a plan for cash flow for implementation of the startup or growth plan implementation.
Create a pitch deck demonstrating entrepreneurial idea or business growth plan.

EM-BAS 455 : Business Launch 2 - Marketing Capstone

Credits 5

Quarter Offered Spring

The Marketing Capstone will give students the opportunity to develop a comprehensive marketing plan. This class will facilitate preparing and developing an integrated marketing strategy to enhance an existing business plan or develop a new growth strategy going forward, applying their learning from previous courses. Students will develop and complete written projects, which clearly and concisely outline recommended actions and contributing factors related to a marketing development strategy. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Entrepreneurship/Marketing Management BAS Program Admittance; Completion of EM-BAS 311 and EM-BAS 420

Course Outcomes

Develop a strategic marketing plan and justify its anticipated success in a chosen field or service.
Forecast sales goals and identify competitive advantages for a specific business industry.
Demonstrate the practical application of team dynamics.
Describe the role that marketing plays in relation to business development, talent acquisition and production capabilities.
Research and interview marketing professionals and identify successful campaigns and potential career pathways.
Articulate how to build both a personal and company brand.
Effectively use social media platforms to expand professional networks.
Demonstrate understanding of diverse cultural perspectives within marketing practices.
Evaluate current tools and platforms for implementation of the strategic marketing plan.
Synthesize material from the core curriculum within the BAS program into a comprehensive marketing strategy and plan of action.

Environmental Science (ENVS/ENVS&)

ENVS& 100 : Survey of Environmental Science

Credits 5

Quarter Offered Fall, Winter, Spring

Scientific approach to understanding nature and scope of contemporary problems in our environment. This class may include students from multiple sections. (Natural Sciences, Elective)

Prerequisites

Eligibility for ENGL& 101 and MATH 90

Course Outcomes

Use basic principles from biological, physical, and social sciences to explain the nature, causes, and consequences of environmental problems.
Use critical thinking and quantitative reasoning to analyze environmental problems.
Support a perspective on environmental problems using science, evidence and reason.

ENVS& 101 : Introduction to Environmental Science with Lab

Credits 5

Quarter Offered Occasionally

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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Completion of MATH 98 and ENGL& 101 placement; or instructor permission

Course Outcomes

Describe the process of science as it is practiced by professional scientists;
Describe the key tenets of the science of ecology;
Describe current major environmental issues;
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;
Apply knowledge of ecology, risk, and the practice of science to critically evaluate environmental issues, particularly in the interplay between science and politics; and
Use scientific problem solving skills in novel ways, and share subsequent information through written and oral communication.

ENVS 160 : Principles of Environmental Sustainability

Credits 5

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. (Natural Sciences, Elective)

Prerequisites

Eligibility for ENGL& 101 and MATH 90

Course Outcomes

Explain the history of sustainability as a concept, practice, and movement including past and present contributions from major events and leaders.
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.
Examine the environmental challenges around water, food, biodiversity, ecosystems, population, urbanization, energy, climate change, and consumption.
Recognize the relationships among poverty, inequality and security within environmental justice.
Evaluate diverse conceptual and practical approaches to sustainability and identify multiple tools and strategies to promote sustainability initiatives.

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.
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.

ENVS 260 : Topics in Environmental Science

Credits 1-5
Quarter Offered Occasionally
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. This class may include students from multiple sections. (Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Identify structures associated with stand succession - discussions, field summaries, final examination.
Analyze forests using structure, composition and function - discussions, field summaries, final examination.
Measure forest attributes (structures and composition) correlating to stage of forest succession - discussions, field summaries, final examination.
Identify and explain social, economic and ecological aspects of forest policy - discussions, field summaries, final examination.

ENVS 277 : Field Investigative Nearshore I

Credits 1-4
Quarter Offered Summer
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

ENVS 278 : Field Investigative Nearshore II

Credits 1-4
Quarter Offered Fall
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

ENVS 287 : Field Investigations in Nearshore Topics III

Credits 1-4
Quarter Offered Winter
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

ENVS 288 : Field Investigations in Nearshore Topics IV

Credits 1-4
Quarter Offered Spring
Students will earn credit for participating in collaborative, multiagency project administered by Coastal Watershed Institute. (Elective)
Prerequisites
Instructor permission

ENVS 290 : Research Topics in Environmental Science

Credits 1-5
Quarter Offered Occasionally

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. This class may include students from multiple sections. (Elective)

Prerequisites

Prerequisites determined by instructor

Course Outcomes

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.

Family Life Education (FLE)

At this time, our Family Life Education program will no longer be accepting new students.

FLE 145 : Parenting Journey
Credits 2

Quarter Offered Fall
Parents will learn how past experiences and present realities shape their attitudes and beliefs as parents and influence how they engage with their children. Through a process of self-reflection and guided conversation, students will learn parenting styles, patterns, behaviors, and how to utilize community services and supports. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Describe the changing patterns and strength-based habits for parenting children.
Create personal goals to establish a stronger basis for a successful parent-child relationship.
Describe the importance of empathy and forgiveness in parenting.
Explore the importance of making proactive choices in parenting.
Describe ways in which to nurture themselves and their children.
Demonstrate how to find and utilize community services and supports.
Identify strategies to advocate for themselves and their families.

FLE 146 : Parenting Journey
Credits 2

Quarter Offered Winter
Parents will learn how past experiences and present realities shape their attitudes and beliefs as parents and influence how they engage with their children. Through a process of self-reflection and guided conversation, students will learn parenting styles, patterns, behaviors, and how to utilize community services and supports. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Describe the changing patterns and strength-based habits for parenting children.
Create personal goals to establish a stronger basis for a successful parent-child relationship.
Describe the importance of empathy and forgiveness in parenting.
Explore the importance of making proactive choices in parenting.
Describe ways in which to nurture themselves and their children.
Demonstrate how to find and utilize community services and supports.
Identify strategies to advocate for themselves and their families.

FLE 147 : Parenting Journey
Credits 2

Quarter Offered Spring
Parents will learn how past experiences and present realities shape their attitudes and beliefs as parents and influence how they engage with their children. Through a process of self-reflection and guided conversation, students will learn parenting styles, patterns, behaviors, and how to utilize community services and supports. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Describe the changing patterns and strength-based habits for parenting children.

Create personal goals to establish a stronger basis for a successful parent-child relationship.
Describe the importance of empathy and forgiveness in parenting.
Explore the importance of making proactive choices in parenting.
Describe ways in which to nurture themselves and their children.
Demonstrate how to find and utilize community services and supports.
Identify strategies to advocate for themselves and their families.

FLE 151 : Parenting Skills

Credits 1

Quarter Offered Fall

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.

This class has a tuition rate of $20 per credit.

Course Outcomes

A: Parenting Skills

Parents who attend classes will improve their parenting skills and increase their knowledge in the following areas:

How children grow and develop.
Making healthy and age appropriate choices for their children.
Handling day-to-day challenges of raising children.
Helping children learn.
Coping with stress in their own lives, self-care and stress management.
Positive interaction with co-parents and parents of other children.
Awareness of community information, programs and resources that are available.
Satisfaction in their parenting experiences.
Using positive discipline appropriately with children.

B and C: Kaleidoscope Play and Learn

Parents and caregivers learn about:

Activities they can do at home to support children's learning.
Turning everyday activities- such as grocery shopping, cooking, and bath time- into early learning opportunities.
Child development from birth to five.
Skills children are expected to have by Kindergarten.
Community programs and services available to help them raise healthy children.
Building connections and friendships and how these lead to feeling support in the parental role.

FLE 152 : Parenting Skills

Credits 1

Quarter Offered Winter

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.

This class has a tuition rate of $20 per credit.

Course Outcomes

A: Parenting Skills

Parents who attend classes will improve their parenting skills and increase their knowledge in the following areas:

How children grow and develop.
Making healthy and age appropriate choices for their children.

Handling day-to-day challenges of raising children.
Helping children learn.
Coping with stress in their own lives, self-care and stress management.
Positive interaction with co-parents and parents of other children.
Awareness of community information, programs and resources that are available.
Satisfaction in their parenting experiences.
Using positive discipline appropriately with children.

B and C: Kaleidoscope Play and Learn

Parents and caregivers learn about:

Activities they can do at home to support children's learning.
Turning everyday activities- such as grocery shopping, cooking, and bath time- into early learning opportunities.
Child development from birth to five.
Skills children are expected to have by Kindergarten.
Community programs and services available to help them raise healthy children.
Building connections and friendships and how these lead to feeling support in the parental role.

FLE 153 : Parenting Skills
Credits 1

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes
A: Parenting Skills

Parents who attend classes will improve their parenting skills and increase their knowledge in the following areas:

How children grow and develop.
Making healthy and age appropriate choices for their children.
Handling day-to-day challenges of raising children.
Helping children learn.
Coping with stress in their own lives, self-care and stress management.
Positive interaction with co-parents and parents of other children.
Awareness of community information, programs and resources that are available.
Satisfaction in their parenting experiences.
Using positive discipline appropriately with children.

B and C: Kaleidoscope Play and Learn

Parents and caregivers learn about:

Activities they can do at home to support children's learning.
Turning everyday activities- such as grocery shopping, cooking, and bath time- into early learning opportunities.
Child development from birth to five.
Skills children are expected to have by Kindergarten.
Community programs and services available to help them raise healthy children.
Building connections and friendships and how these lead to feeling support in the parental role.

FLE 155 : Parent Co-Op Leadership Skill
Credits 1

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Recognize communication patterns that promote or hinder group climate and productivity.
Observe and recognize skills of decision making and problem solving.
Demonstrate effective participation in group organization and leadership
Recognize and demonstrate the responsibilities, including ethical responsibilities, of the individual leadership roles.

FLE 156 : Parent Co-Op Leadership Skill
Credits 1

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Demonstrate skills to build community and commitment within the group.
Recognize and demonstrate skills to separate issues from personalities in group conflicts.
Demonstrate skills of decision making and problem solving.
Recognize how different values impact personal relationships.
Listen actively and respond appropriately to different audiences.
Present one's personal point of view clearly and respectfully.

FLE 157 : Parent Co-Op Leadership Skill
Credits 1

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes

Recognize how gender and ethnic/cultural values impact communication and personal relationships.
Demonstrate the ability to work cooperatively and collaboratively with others.
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.
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.

FLE 161 : Family Programs
Credits 1

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
Observe typical age levels and sequences of growth and behavior in developing children.
Recognize the importance of the parent's role as their child's teacher.
Understand developmentally appropriate early childhood education principles.
Plan, prepare, and present a nutritious snack for the children.
Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
Recognize communication patterns that promote or hinder group climate and productivity.
Work cooperatively with others to solve problems and complete tasks.

FLE 162 : Family Programs

Credits 1

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
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 and eliminate bias, and promote diversity and inclusion in the children’s environment.
Recognize one's role in personal relationships.
Demonstrate active listening and appropriate responses to different audiences.

FLE 163 : Family Programs

Credits 1

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Plan and present age appropriate activities to meet the developmental needs of young children.
Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.
Identify community resources, activities and services that provide education, support, protection and services for families.
Access, use, and evaluate the credibility of information about child development and guidance.
Present one's point of view clearly and respectfully.
Recognize how gender and ethnic/cultural values impact personal relationships.
Evaluate and support the co-op program and parents’ participation to continue providing a quality program.

FLE 171 : Toddler-Parent Co-Op

Credits 2

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
Observe typical age levels and sequences of growth and behavior in developing children.
Recognize the importance of the parent's role as their child's teacher.
Understand developmentally appropriate early childhood education principles.
Plan, prepare, and present a nutritious snack for the children.
Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
Recognize communication patterns that promote or hinder group climate and productivity.
Work cooperatively with others to solve problems and complete tasks.

FLE 172 : Toddler-Parent Co-Op

Credits 2

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
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 and eliminate bias, and promote diversity and inclusion in the children's environment.
Recognize one's role in personal relationships.
Demonstrate active listening and appropriate responses to different audiences.

FLE 173 : Toddler-Parent Co-Op

Credits 2

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Plan and present age appropriate activities to meet the developmental needs of young children.
Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.
Identify community resources, activities and services that provide education, support, protection and services for families.
Access, use, and evaluate the credibility of information about child development and guidance.
Present one's point of view clearly and respectfully.
Recognize how gender and ethnic/cultural values impact personal relationships.
Evaluate and support the co-op program and parents' participation to continue providing a quality program.

FLE 175 : Toddler-Parent Lab/Leadership

Credits 2

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
Observe typical age levels and sequences of growth and behavior in developing children.
Recognize the importance of the parent's role as their child's teacher.
Understand developmentally appropriate early childhood education principles.
Plan, prepare, and present a nutritious snack for the children.
Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
Recognize communication patterns that promote or hinder group climate and productivity.
Work cooperatively with others to solve problems and complete tasks.

FLE 176 : Toddler-Parent Lab/Leadership

Credits 2

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
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 and eliminate bias, and promote diversity and inclusion in the children's environment.
Recognize one's role in personal relationships.
Demonstrate active listening and appropriate responses to different audiences.

FLE 177 : Toddler-Parent Lab/Leadership

Credits 2

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.

Course Outcomes

Plan and present age appropriate activities to meet the developmental needs of young children.
Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.
Identify community resources, activities and services that provide education, support, protection and services for families.

Access, use, and evaluate the credibility of information about child development and guidance.
Present one's point of view clearly and respectfully.
Recognize how gender and ethnic/cultural values impact personal relationships.
Evaluate and support the co-op program and parents' participation to continue providing a quality program.

FLE 181 : Pre-School Parent Co-Op
Credits 2

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes
Recognize safe, healthy, and quality environments and practices that minimize the risks and meet the needs of the developing child.
Observe typical age levels and sequences of growth and behavior in developing children.
Recognize the importance of the parent's role as their child's teacher.
Understand developmentally appropriate early childhood education principles.
Plan, prepare, and present a nutritious snack for the children.
Observe positive age appropriate guidance techniques used by parents and teachers in the classroom.
Recognize communication patterns that promote or hinder group climate and productivity.
Work cooperatively with others to solve problems and complete tasks.

FLE 182 : Pre-School Parent Co-Op
Credits 2

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes
Observe children's individual differences such as temperament, differing abilities, and ethnicity in the laboratory setting.
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 and eliminate bias, and promote diversity and inclusion in the children's environment.
Recognize one's role in personal relationships.
Demonstrate active listening and appropriate responses to different audiences.

FLE 183 : Pre-School Parent Co-Op
Credits 2

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a tuition rate of $20 per credit.
Course Outcomes
Plan and present age appropriate activities to meet the developmental needs of young children.
Recognize and respect the difference in family lifestyles, cultural viewpoints and values.
Identify and discuss contemporary issues that impact the family such as divorce, substance abuse, as well as physical, emotional or sexual abuse issues.

Identify community resources, activities and services that provide education, support, protection and services for families.
Access, use, and evaluate the credibility of information about child development and guidance.
Present one's point of view clearly and respectfully.
Recognize how gender and ethnic/cultural values impact personal relationships.
Evaluate and support the co-op program and parents' participation to continue providing a quality program.

Film (FILM)

FILM 100 : Art of Film
Credits 5

Quarter Offered Fall
Study of film as visual text, including key terms, primary practitioners, and major developments. Examination of film as transmitter of themes and values. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
Eligibility for or completion of ENGL& 101
Course Outcomes

Define and use specific vocabulary relating to filmmaking and the motion picture industry.
Analyze motion pictures using established criteria.
Describe some major developments, personalities, and movements in the history of filmmaking.
Discuss films as texts that reflect our larger social and cultural value systems.
Compare and contrast films according to their genres, styles, and narrative strategies.
Write about specific films in depth using the language and techniques of Film Studies as a discipline.

FILM 101 : Great Directors in Film
Credits 5

Quarter Offered Winter (odd year)
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. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
Eligibility for or completion of ENGL& 101
Course Outcomes

View, identify, and discuss major works of the director.
Identify and discuss major historical, cultural, economic, and/or political forces that helped shape the films explored in class.
Identify and discuss major aspects of the director’s film style.
Identify and correctly use appropriate film terminology.
Explain and critically discuss the influence of personal (biographical), historical, cultural, economic, and/or political forces on the films viewed in class.
Explain and critically discuss (and/or write about) films as artworks and as commercial products.
Explain and apply relevant critical theories about film.
Compare/contrast films that are explored as part of the class’s theme, according to critical criteria covered by the readings and lectures.
Research appropriate secondary material about the director and his or her films through library and online sources.
Assimilate research from secondary source material into an analysis that explores in depth a work or body of work covered in class.

FILM 102 : Film Genre
Credits 5

Quarter Offered Winter (even year)
Introduction to study of film genre through looking at either one or several film genres, including literary, mythic, historic, and theoretical aspects. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
Eligibility for or completion of ENGL& 101
Course Outcomes

Identify, view, and discuss major works and individuals relating to the genre explored by the class.
Identify and discuss major historical, cultural, economic, and/or political forces that helped shape the films explored in class.
Identify major aspects of film style as they relate to the class's genre.

Identify and correctly use appropriate film terminology.
Explain and critically discuss the influence of historical, cultural, economic, and/or political forces on the films viewed in class.
Explain and critically discuss (and/or write about) genre films as artworks and as commercial products.
Explain and apply relevant critical theories about film genres.
Compare/contrast films that are explored as part of the class's theme, according to critical criteria covered by the readings and lectures.
Research appropriate secondary material about film genre through library and online sources.
Assimilate research from secondary source material into an analysis that explores in depth a work or body of work covered in class.

FILM 110 : Literature and Film

Credits 5

Quarter Offered Spring (even year)
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. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
Eligibility for or completion of ENGL& 101
Course Outcomes
Read, discuss, and write about related films and works of literature within their historical, cultural, and intellectual contexts.
Read, discuss, and write about the thematic similarities and dissimilarities of related films and works of literature.
Read, discuss, and write about artistic differences between works of literature and films.
Read, discuss, and write about the relationship of selected secondary readings to films and literature.
Analyze films and literature according to their formal and thematic elements through writing and discussion.
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.
Explore a topic related to the course material in more depth through a final project.

FILM 120 : Introduction to Screenwriting

Credits 5

Quarter Offered Spring (odd year)
Beginning script writing for film and television. Combination small lecture/workshop approach focusing on techniques, formats, and structure of scripts; plot and character development. This class may include students from multiple sections. (Humanities-Performance, Elective)
Course Outcomes
Write beginning scenes for film and television.
Produce a series of short scenes and/or commercials. Complete one polished longer script, either for a short film or a television show.
Discuss and apply concepts of structure and character development outlined in text and lectures.
Discuss and analyze scripts by professional writers.
Model own scripts after scripts by professional writers and after structures discussed in lectures and text.
Develop new script ideas based on models from class.
Analyze representative scenes from filmed versions of scripts and apply visual and narrative concepts from these scenes to producing original scripts.
Interact successfully with others in a workshop setting, giving and taking constructive criticism.
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.
Produce scripts that apply visual motifs, as well as narrative structures and well-crafted dialogue.
Analyze commercials, television shows, and films according to their underlying narrative structures and persuasive (propaganda) techniques.

First Aid (FA)

FA 100 : Industrial First Aid

Credits 1

Quarter Offered Fall, Winter, Spring, Summer
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. This class may include students from multiple sections.

This class has a $135.72 first aid course fee.
Course Outcomes

Understand the basic principles of First Aid.
Demonstrate proficiency in CPR.
Become certified in basic first aid care.
Lay rescuer or Non-healthcare certification.

FA 105 : Basic Industrial First Aid

Credits 1

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. This class may include students from multiple sections.
Course Outcomes

Understand the roles and responsibilities of the First Aid provider.
Realize the importance of scene safety and body substance isolation.
Understand the Good Samaritan Law, consent, and confidentiality.
Perform an emergency move and place an ill person in the recovery position.
Open and maintain an airway.
Provide rescue breathing.
Manage an obstructed airway.
Identify and perform scene safety.
Perform primary (initial) and secondary (detailed) survey of an injured and or ill patient.
Perform adult one and two rescuer CPR.
Recognize the warning signs and symptoms of medical emergencies.
Recognize and care for a patient with a decreased level of consciousness.
Control external bleeding, recognize signs and symptoms of internal bleeding recognize and care for shock.
Recognize and stabilize suspected spinal injury.
Recognize and provide manual stabilization of suspected skeletal injuries.
Learn how to operate an Automatic External Defibrillator.
AHA BLS Healthcare provider certification.

FA 120 : Emergency Medical Tech

Credits 13

Quarter Offered Fall, Spring
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. This class may include students from multiple sections.
Prerequisites
Current Health Care Provider CPR certification
Course Outcomes

Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;
Administer appropriate emergency medical care based on assessment findings of the patient's condition;
Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury;

Perform safely and effectively the expectations of the job description.

FA 180 : First Aid for Healthcare Providers
Credits 1

Quarter Offered Fall, Winter, Spring, Summer
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. This class may include students from multiple sections.

This class has a $161.22 first aid course fee.
Course Outcomes
Understand the roles and responsibilities of the First Aid provider.
Realize the importance of scene safety and body substance isolation.
Understand the Good Samaritan Law, consent, and confidentiality.
Perform an emergency move and place an ill person in the recovery position.
Open and maintain an airway.
Provide rescue breathing.
Manage an obstructed airway.
Identify and perform scene safety.
Perform primary (initial) and secondary (detailed) survey of an injured and or ill patient.
Perform adult one and two rescuer CPR.
Recognize the warning signs and symptoms of medical emergencies.
Recognize and care for a patient with a decreased level of consciousness.
Control external bleeding, recognize signs and symptoms of internal bleeding recognize and care for shock.
Recognize and care for shock.
Recognize and stabilize suspected spinal injury.
Recognize and provide manual stabilization of suspected skeletal injuries.
Learn how to operate an Automatic External Defibrillator.
AHA BLS Healthcare provider certification.

Food Service Management (CUL)

CUL 100 : Food Safety and Sanitation

Credits 3

Examine and practice the principles of FATTOM (Food, acidity, time, temperature, oxygen and moisture). Students will learn about different facilities and equipment, understand food processing, distribution environments and formal sanitation and food safety programs.

Course Outcomes

Students will be able to identify proper temperature for storage, preparation and service of products.
Students will be able to store food in its proper order, dated and labeled correctly as per state and industry standards.
Comprehension of how sanitation, regular cleaning and proper handling can prevent illness.
Comprehension of H.A.C.C.P and its importance always keeping in mind the principles of F.A.T.T.O.M. and F.I.F.O. (First In First Out).
Students will learn how to clean as they go, keep a professional workstation neat and organized and work as a team to ensure that the kitchen stays safe and sanitary.

CUL 160 : Pastry Orientation

Credits 2

This course prepares students for entry into the pastry courses. During this course the student will learn the trade terminology, an overview of the hospitality industry with special emphasis on pastry production, job opportunities, professional organizations, and selection and use of the tools of the trade. Orientation about the program and facility, metric and US measurement conversions and calculations will be covered. Demonstration of mixing skills will be observed.

Course Outcomes

Students will learn how to use and differentiate various types of essential ingredients used in a professional bakeshop as well as appropriately selecting and using proper tools and equipment for any given recipe, project or task.
Comprehension of industry work-ethic expectations (how to work in a professional bakeshop/kitchen, i.e: the brigade system). Introduction to a culture of Gastronomy; the practice or art of choosing, cooking, and eating good food. Knowledge of the professional baking industry's history as well as current gastronomic and industry trends.
Ability to use standard industry terms and verbiage. Use of proper communication standards in a professional environment.
Exhibit proper recipe quantity conversions. Demonstrate ability to convert from Standard to Metric measurements. Comprehension and use of Metric system of measurements.
Ability to use different types of scales accurately. Demonstrate production and organization of "mis en place" in a professional manner.

CUL 166 : Bread I

Credits 5

The student will be introduced to the basic mixing methods of yeast doughs, the preparation of enrobed doughs, and shaping of a variety of rolls, basic and specialty breads, breakfast and savory items. During this course, the student will gain an understanding of ingredients and their uses, correct scaling, baking and finishing methods, and practice safety & sanitation procedures.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Ability to use different scales accurately and efficiently in order to produce accurate mis en place.
Ability to convert recipe quantities and units in order to produce accurate mis en place in a professional environment.
Ability to work in concert with other employees adhering to industry work ethic standards. Ability to work clean, neat and in assembly line form while implementing professional kitchen verbiage and communication.

Ability to produce quality Ferments and Pre-ferments, rich and lean doughs, artisan and other breads in a professional manner.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect your final product.

CUL 167 : Cookies I

Credits 5

The student will be introduced to basic mixing methods for making cookies. The student will prepare assorted cookie doughs using the one stage creaming and sponge methods and prepare basic types of cookies and their assorted finishes. During this course, the student will gain an understanding of ingredients and their uses, correct scaling, baking and finishing methods. Selection, care and handling of equipment will be emphasized.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Ability to appropriately select and execute the correct mixing method for the specific recipe.
Ability to prepare cookie dough, bake, cool, store and package finished product in a professional manner.
Ability to scale recipe accurately and select proper tool to portion accurately. Ability to produce a uniform and consistent product repeatedly.
Student will work faster, cleaner and smarter using assembly line techniques while developing a sense of urgency and overall speed in the workshop.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

CUL 168 : Cakes I

Credits 5

The student will be introduced to the following mixing methods: two stages, flour batter, sponge, high ration, chiffon, angel food and modified sponge methods. The student will prepare assorted breakfast items, fill, mask, pour and finish basic cakes and roulades. During this course, the student will gain an understanding of ingredients and their uses, correct scaling and baking methods.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Ability to appropriately select and execute the correct mixing method for the specific recipe.
Ability to prepare dough, bake, cool, store and package finished product in a professional manner.
Student will learn how to choose, use and store proper hardware for cake baking.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

CUL 169 : Pies

Credits 5

The student will be introduced to a variety of pie dough, pie fillings, decorative finishes of single and double crusted pies, baked and unbaked pies, custards, curds, strudels and simple desserts.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Ability to select proper ingredients and use in correct ratio with proper mixing method to craft a professional pie dough and crust.
Learn how to make different fruit fillings, custards and curds and how to appropriately fill, garnish and display different types of pies and pie forms.
Ability to make biscuits, scones, frybread, pate brise or any other dough using the biscuit method in a professional manner.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

CUL 175 : French Pastry I

Credits 5

This course is designated to give the student a practical exposure to the fundamentals of assorted enrobed, non-yeasted doughs, basic creams, fillings and cooked doughs.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Complete comprehension of the science of enrobed doughs facilitating execution at a professional level of various items such as croissants and danishes.
Ability to create enrobed doughs by hand, from scratch and manipulate in various ways for varied presentations.
Ability to make various basic fillings and creams and ability to use proper ratio of dough to filling for a well-balanced final product.
Students will practice creating consistent and uniform products ensuring the customer's content plus controlling cost for profit gains. This will also build speed and professionalism.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

CUL 176 : Dessert I

Credits 5

This course is designated to give the student the ability to design and produce basic individual plated desserts. Skills in planning, organization, portion control and plate presentation are developed.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Use all previously learned skills to produce all components of a restaurant quality dessert, organize and plate them in a professional manner.
Use of already learned skills with newly acquired ones to create basic candies, brittles, caramels, truffels and bom boms.
As a student advanced in the program, the student will demonstrate leadership qualities assisting and leading newer students in their tasks while focusing and finishing their own assignments.
Responsibility – Be motivated to set high personal goals for achievement.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

CUL 177 : French Pastry II

Credits 5

This is an advanced course in basic French pastries where the application of different batters and fillings will be emphasized. Skills in assembling, producing and decorating classic French pastries will be developed.

Prerequisites

CUL 175

Course Outcomes

Basic doughs and fillings
Assembling pastries and decoration
Portion and quality control
Assembly procedures and pouring methods
Professionalism and portfolio presentations
Ability to put together business plan for a production facility

CUL 178 : Decorating I

Credits 5

This course will introduce the student to the practicality and techniques of basic cake mixing, filling assembling, masking, icing and decorating cakes. Basic tool handling and piping skills will be taught. Assorted cheesecake fillings, as well as curds and tarts will also be introduced.

Prerequisites

CUL 100 and CUL 160

Course Outcomes

Ability to use previously learned skills to now work with new sugar techniques creating professional quality buttercreams and frostings.
Ability to cut, fill, frost and decorate square and round cakes with buttercream, frosting and other medians.
Ability to display basic chocolate working skills including ganache, truffle making and chocolate decorative work. Comprehension of the science of chocolate, its properties and how it behaves and reacts with other ingredients.
As a student advanced in the program, the student will demonstrate leadership qualities assisting and leading newer students in their tasks while focusing and finishing their own assignments.
Students will use critical thinking to evaluate and determine how different mixing methods and ingredients will affect the final product.

French (FRCH/FRCH&)

FRCH& 121 : French I

Credits 5

Quarter Offered Occasionally
Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews, and language drills. This class may include students from multiple sections. (Elective)

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new French vocabulary through a variety of written and oral assignments at the basic level.
Demonstrate novice level proficiency in listening, reading, speaking and writing in French and the ability to function effectively in French in a variety of real-life situations.
Apply appropriate grammatical structures.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the French - speaking countries.

FRCH& 122 : French II

Credits 5

Quarter Offered Occasionally
Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews, and language drills. This class may include students from multiple sections. (Elective)

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new French vocabulary through a variety of written and oral assignments at the basic level.
Demonstrate novice level proficiency in listening, reading, speaking and writing in French and the ability to function effectively in French in a variety of real-life situations.
Apply appropriate grammatical structures.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the French - speaking countries.

FRCH& 123 : French III

Credits 5

Quarter Offered Occasionally
Audio/oral approach, emphasizing speaking the language and incorporating short stories, comprehensive reviews and language drills. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new French vocabulary through a variety of written and oral assignments at the basic level.
Demonstrate novice level proficiency in listening, reading, speaking and writing in French and the ability to function effectively in French in a variety of real-life situations.
Awareness of the importance of foreign languages to professions and careers.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the French - speaking countries.

FRCH 104 : Beginning French Conversation I

Credits 1

Quarter Offered Occasionally
A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the French language. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak French for a variety of purposes and audiences at a beginner level.
Listen actively and respond in French at a beginner level.

Discuss diverse societies and cultures.

FRCH 105 : Beginning French Conversation II

Credits 1

Quarter Offered Occasionally

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 FRCH 104. FRCH 104, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak French for a variety of purposes and audiences at a beginner level.
Listen actively and respond in French at a beginner level.
Discuss diverse societies and cultures.

FRCH 106 : Beginning French Conversation III

Credits 1

Quarter Offered Occasionally

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 FRCH 105. FRCH 105, equivalent or instructor permission is recommended. (Elective)

Course Outcomes

Write and speak French for a variety of purposes and audiences at a beginner level.
Listen actively and respond in French at a beginner level.
Discuss diverse societies and cultures.

FRCH 107 : Intermediate French Conversation I

Credits 1

Quarter Offered Occasionally

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 FRCH 106. FRCH 106, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in French at an intermediate level.
Discuss diverse societies and cultures.

FRCH 108 : Intermediate French Conversation II

Credits 1

Quarter Offered Occasionally

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 FRCH 107. FRCH 107, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in French at an intermediate level.
Discuss diverse societies and cultures.

FRCH 109 : Intermediate French Conversation III

Credits 1

Quarter Offered Occasionally

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 FRCH 108. FRCH 108, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in French at an intermediate level.

Discuss diverse societies and cultures.

FRCH 110 : Advanced French Conversation I

Credits 1

Quarter Offered Fall

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from FRCH 109. FRCH 109, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an advanced level.
Listen actively and respond in French at an advanced level.
Discuss diverse societies and cultures.

FRCH 111 : Advanced French Conversation II

Credits 1

Quarter Offered Winter

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from FRCH 110. FRCH 110, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an advanced level.
Listen actively and respond in French at an advanced level.
Discuss diverse societies and cultures.

FRCH 112 : Advanced French Conversation III

Credits 1

Quarter Offered Spring

Continue your knowledge of the French language at an advanced level. Class is conducted completely in French. A continuation from FRCH 111. FRCH 111, equivalent or instructor permission is recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in French for a variety of purposes and audiences at an advanced level.
Listen actively and respond in French at an advanced level.
Discuss diverse societies and cultures.

General Studies (GS)

GS 121 : Studium Generale

Credits 1-5

Quarter Offered Fall, Winter, Spring

Series of programs from the Humanities, Social Sciences, Natural Sciences, Vocations, and Global Issues. This class may be repeated up to six times for a total of thirty credits. Unless granted instructor permission, students taking this class for five credits will earn a decimal grade. This class may include students from multiple sections. (Elective)

Course Outcomes

Students will reflect their learning through written responses.
Written responses will demonstrate critical thinking across disciplines.
Written responses will demonstrate analysis of the content and the presentation style/approach of lectures and performances.
Written responses will demonstrate accurate use of grammar, punctuation, and other elements of Standard Written English.
Written responses will show evidence of comprehension of the learning, including content and presentation/performance techniques.

GS 185 : Introduction to Leadership

Credits 2

Quarter Offered Fall

Development of leadership skills and experiences through lecture, lab and group activities. Examines personal leadership styles, ethics, conflict resolution, communication and related topics. Course is limited to students serving on the Associated Student Council, or by permission of instructor. This class may include students from multiple sections. (Elective)

Prerequisites

Instructor permission

Course Outcomes

Identify and develop leadership principles, including leadership styles, effective communication, parliamentary procedure, conflict resolution, problem solving, delegation, decision making and teamwork.
Evaluate ethical practices as they relate to leadership.
Develop interpersonal communication skills.
Plan, implement and evaluate events and activities.
Select and set measurable goals with action plans.

GS 186 : Leadership Principles & Theory

Credits 2

Quarter Offered Winter

Development of leadership skills and experiences through lecture, lab and group activities. Examines characteristics of strong leaders, leaders in history, leadership theory, leading by example, servant leadership and related topics. Course is limited to students serving on the Associated Student Council, or by permission of instructor. This class may include students from multiple sections. (Elective)

Prerequisites

Instructor permission

Course Outcomes

Identify historical leaders and evaluate those leaders.
Describe theories of leadership.
Identify best practices and characteristics of leaders.
Evaluate the experience of goal setting.
Apply critical thinking to leadership skills.
Participate in servant leadership.

GS 187 : Servant Leadership

Credits 2

Quarter Offered Spring
Development of leadership skills and experiences through lecture, lab and group activities. Examines the theory of servant leadership, community service, careers for leaders, budget development and management, and related topics. Course is limited to students serving on the Associated Student Council, or by permission of instructor. This class may include students from multiple sections. (Elective)
Prerequisites
Instructor permission
Course Outcomes

Apply theories of leadership, including servant leadership and leadership vs. management.
Model strong leadership in community service.
Identify careers for leaders.
Develop and manage a budget.
Discuss models of leadership in different cultural contexts.

Geography (GEOG/GEOG&)

GEOG& 200 : Human Geography

Credits 5

Quarter Offered Spring

Introduces concepts and techniques relating to the study of place and population, migration, economic, cultural and political organizations. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

Eligibility for ENGL& 101

Course Outcomes

Interpret maps, graphs, and tables to analyze and interpret data.
Demonstrate understanding of the basic themes of geographic inquiry.
Demonstrate understanding of relationships between physical and human landscapes.
Demonstrate understanding of human spatial patterns upon the landscape, and the processes that create them.

GEOG 120 : Introduction to Physical Geography

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

Geodesy and mapping; introduction to atmospheric science, weather, climate, the oceans, hydrology, and the earth's heat budget. This class may include students from multiple sections. (Natural Sciences, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Describe and explain how solar energy and energy in the atmosphere effect the seasons, the atmosphere, and global temperatures.
Describe and explain how atmospheric and oceanic circulations determine atmospheric moisture distributions and weather.
Describe and explain the geology of our planet, and its effect on tectonics, earthquakes, and volcanism.
Describe and explain the underlying physical processes for why the Earth looks the way it does, including erosion by wind, water, and mass movement.
Describe and locate the major physical features of the Earth.

Geology (GEOL/GEOL&)

GEOL& 100 : Survey of Earth Science

Credits 5

Quarter Offered Winter (even year)
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. (Natural Sciences, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Describe and explain the scientific method and the basic terminology, principles, concepts, and theories of Earth science.
Distinguish between the three major rock types and identify common rocks and minerals.
Explain the theory of plate tectonics and outline the geological evidence supporting this theory.
Describe the physical and geological processes that shape the Earth's surface and identify common land forms created by these processes.
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.

GEOL& 101 : Introduction to Physical Geology with Lab

Credits 5

Quarter Offered Spring (odd year)
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. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Describe and explain the scientific method and the basic terminology, principles, concepts, and theories of physical geology.
Using laboratory procedures and field methods, distinguish between the three major rock types and identify common rocks and minerals.
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.
Explain the theory of plate tectonics and identify the three types of plate boundaries and the geological features that characterize each.
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.

GEOL& 103 : Historical Geology and the History of Life on Earth with Lab

Credits 5

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. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

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.
Outline and explain the biological, chemical and physical evolution of our planet.
Explain the process of fossilization and successfully identify common fossils.
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.
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.
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.
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.

GEOL 124 : Earth Systems Science

Credits 5

Quarter Offered Occasionally

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. (Natural Sciences, Elective)

Prerequisites

Eligibility for both ENGL& 101 and MATH 90

Course Outcomes

Using laboratory procedures and field methods, distinguish between the three major rock types and identify common rocks and minerals.
Explain the theory of plate tectonics and identify the three types of plate boundaries and the geological features that characterize each.
Describe the physical and geological processes that shape the Earth's surface and identify common land forms created by these processes.
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.
Describe how geologists determine the relative and absolute age of rocks and fossils.

Health Education (H ED)

H ED 90 : HIV/AIDS Licensure 4 Hours

Credits 0

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/licenses-permits-and-certificates/professions-new-renew-or-update

Course Outcomes

- Outline the local, national, and global etiology and epidemiology of HIV/AIDS.
- List 3 modes of transmission of HIV infection.
- Compare and contrast infection control precautions: universal and standard precautions.
- Apply the legal and ethical issues related to HIV/AIDs:
  - Reporting infection to public health
  - Confidentiality
  - Discrimination
  - Public endangerment
- Illustrate the psychosocial issues of HIV/AIDS infection on:
  - Patient and family
  - Friends
  - Caregivers
  - Social Consciousness
- Optional-recommended for pharmacy assistants:
  - Differentiate between screening and confirmatory tests.
  - List lab tests for monitoring safe and effective treatment.
  - Compare and contrast different treatment regimens.
- Occupational exposure (PEP)
- Nonoccupational exposure (nPEP)
- Antiretroviral treatment (ART)
- Primary Prevention (PrEP)

H ED 95 : HIV/AIDS Licensure 7 Hours

Credits 0

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/licenses-permits-and-certificates/professions-new-renew-or-update

Course Outcomes

- Outline the local, national, and global etiology and epidemiology of HIV/AIDS.
- List 3 modes of transmission of HIV infection.
- Compare and contrast infection control precautions, including universal and standard precautions.
- Differentiate laboratory tests for the diagnosis and monitoring of HIV infection:
  - Screening tests
  - Confirmatory tests
  - Viral load
- Compare and contrast different treatment regimens.
  - Occupational exposure (PEP)
  - Nonoccupational exposure (nPEP)
  - Antiretroviral treatment (ART)
  - Primary Prevention (PrEP)
- Apply the legal and ethical issues related to HIV/AIDs:
  - Reporting infection to public health
  - Confidentiality
  - Discrimination
  - Public endangerment

Illustrate the psychosocial issues of HIV/AIDS infection on:
- Patient and family
- Friends
- Caregivers
- Social Consciousness

H ED 180 : Introduction to Health
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
Research and identify reliable sources of health information for personal and public health. Students assess their own health behaviors, and develop strategies for health behavior change, while deepening their understanding of mental health, stress management, sleep, nutrition basics, physical activity, drugs and alcohol, sexuality, environmental health, diseases and prevention. The course provides a basis for more advanced study in the Health Professions. This class may include students from multiple sections. (Elective)
Course Outcomes
- Evaluate reliable sources of health information are for personal and public health issues.
- Describe key factors in health behavior change, as well as general health topics including mental health, stress management, nutrition basics, physical activity, drugs and alcohol, sexuality, environmental health, diseases and prevention.
- Develop, implement, and evaluate strategies to improve personal and public health.
- Analyze current personal and public health challenges and trends facing society, including marginalized groups.

H ED 215 : Sexual Health and Society
Credits 5

Quarter Offered Winter
Exploration of sexuality from scientific and humanistic perspectives. Surveys sex research, female, intersex, male, and transgender sexual and reproductive anatomy and physiology. Examines sexual response, evidence-based healthy communication within relationships, sexual behavior patterns, love, and sexual orientations. Analyzes historical and cultural variations in gender and sexuality. The course provides a basis for more advanced study in the Health Professions. This class may include students from multiple sections. (Formerly H ED 210, Elective)
Course Outcomes
- Analyze ways to practice sexual health and healthy communication in order to improve sexual and relational well-being through the exploration of research-based principles.
- Demonstrate the knowledge of sexual anatomy and physiology of bodies and sexual responses of women, intersex people, men and individuals who transition.
- Examine gender from the perspectives of health, psychology, history, culture, and society, and distinguish between sex, gender and sexual orientation as separate yet interconnected terms, discuss intersectionality, and implement ways to be better allies to people with minoritized gender and sexual identities.
- Describe the psychological influences that impact the sexual decision-making process as well as health and risk behaviors of individuals.
- Analyze health, historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to gain a better understanding of others' consensual behaviors.

H ED 216 : Lifelong Sexual Health
Credits 5

Quarter Offered Spring
Examines sexual issues from scientific and humanistic perspectives. Surveys sexuality through the lifespan, sexual problems, sexual satisfaction, contraception, pregnancy and birth, sexuality and disability, sex and chronic illness, sexually transmitted infections, the commercialization of sex, sexual victimization, nonconsensual sexual behavior, and therapeutic techniques. The course provides a basis for more advanced study in the Health Professions. This class may include students from multiple sections. (Elective)
Course Outcomes
Upon successful completion students should be able to:

Analyze historical, psychosocial, legal, and cultural factors impacting contraception use, abortion, pregnancy and the birthing process and discuss best practices to promote equity within healthcare systems.
Compare and contrast diagnosis and treatment options for sexually transmitted infections and ways to outreach to diverse community members about STI prevention and intervention utilizing health psychology and community-based educational techniques, as well as considering ways to discuss sexual health with partners and healthcare providers.
Examine, from an intersectional lens, a variety of clinical and professional topics including: the impact of sexual victimization on individuals, how chronic illnesses and disabilities may interact with sexuality, how sexual problems might occur, distinguishing between sexual disorders in the DSM-V (coercive, paraphilic) and functional sexual behaviors (consensual, less common), and trauma-informed clinical practice, community support, and clinical treatment options.
Differentiate between human trafficking and the many variations of sex work within the United States and globally and analyze the impact of media (sexually explicit, as well as broad forms of media) on sexual knowledge and behavior.

History (HIST/HIST&)

HIST& 126 : World Civilizations I

Credits 5

Quarter Offered Fall (even year)
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. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
Demonstrate the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST& 127 : World Civilizations II

Credits 5

Quarter Offered Winter (even year)
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. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
Demonstrate the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST& 128 : World Civilizations III

Credits 5

Quarter Offered Spring (odd year)
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. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate a "historical mindedness"-- understanding the historical context of ideas, events, and issues.
Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
Demonstrate the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST& 146 : U.S. History I

Credits 5

Quarter Offered Fall, Winter, Summer

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

Eligibility for or completion of ENGL& 101

Course Outcomes

Demonstrate a "historical mindedness"- understanding the historical context of ideas, events, and issues.
Identify and recognize events that are uniquely American.
Place American history within the larger context of World and Regional history.
Critically and aesthetically evaluate the development of a uniquely American culture.
The student will develop written communication skills, and the ability to express opinions via discussions and short papers.
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.
Last, the student as a more informed citizen will be better prepared to act in accordance with his or her own beliefs.

HIST& 147 : U.S. History II

Credits 5

Quarter Offered Winter, Spring

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

Eligibility for or completion of ENGL& 101

Course Outcomes

Demonstrate a “historical mindedness”-- understanding the historical context of ideas, events, and issues.
Demonstrate a sense of regionalism that incorporates geography, economics, politics, and culture.
Identify the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST& 148 : U.S. History III

Credits 5

Quarter Offered Fall, Spring, Summer

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 nation-state. 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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

Eligibility for or completion of ENGL& 101

Course Outcomes

Demonstrate a “historical mindedness”-- understanding the historical context of ideas, events, and issues.
Develop a sense of regionalism that incorporates geography, economics, politics, and culture.
Appreciate the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST& 214 : Pacific Northwest History

Credits 5

Quarter Offered Winter

With emphasis on the states of Washington, Oregon, and Idaho, Pacific Northwest (PNW) history proceeds through five main periods: indigenous peoples before European arrival, European arrival and exploration, European colonialism, industrial and urban development and immigration, and regional autonomy for the PNW, and considers various marginalized groups in society, including Native Americans, African Americans, and Asian Americans. Within these different historical periods, the course also examines social difference (e.g., ethnicity, race, and gender), economic and political organization, and cultural values. ENGL& 101 is strongly recommended. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate a “historical mindedness”-- understanding the historical context of ideas, events, and issues.
Develop a sense of regionalism that incorporates geography, economics, politics, and culture.
Demonstrate the contributions and world view of diverse populations of the region.
Distinguish major themes from a regional perspective and from a national perspective.
Demonstrate mastery of significant events, people, and ideas that shaped the region from the beginnings of human settlement.
Analyze and synthesize critical primary and secondary source materials.
Organize thoughts and communicate them clearly and concisely in written form and in oral discussions.

HIST 216 : Pacific Northwest Environmental History

Credits 5

Quarter Offered Spring

This course will examine the environmental history of the Greater Pacific Northwest; the geographic area defined by the Columbia River watershed, including the coastal areas of present-day Oregon, extending north through the Salish Sea including into Canada. Topics covered will include natural history of the Pacific Northwest, the experience of native indigenous people as past, present, and on-going stewards of the land, the historical dynamic of the PNW as a meeting point of multiple cultures, and how historical cultural, social and economic values influence interaction with the environment as a set of changing relationships over time. It will also ask the class as a community and as individuals to reflect on how we understand and value our environment, how we interact with people and place, and how we engage with the past. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Reflect on the presence of indigenous views and perspectives including but not limited to relationality, reciprocity, land-based pedagogies, sovereignty, and belonging.
Compare and contrast conventional (western) historical methodologies such as economic, political, social, cultural and military histories with indigenous epistemologies.
Participate in a classroom community based on shared classroom agreements that include equity, respect and inclusion.
Analyze and synthesize varied forms of primary and secondary ""text"" that include traditional text, written sources such as poetry, narratives, fiction, memoir, government documents, archival photographs, material historical sources, video, music, dance, and ceremony.
Apply local relationships of place to the broader context of historical research and to larger trends in regional, national and international history.
Examine personal attitudes, values, and choices in order to encourage self-reflection on one's own history and story through memories, emotions, and personal experiences grounded in nature and place.

HIST 217 : History of American Indian Education

Credits 5

Quarter Offered Winter

Students in this course will self-reflect on their own learning in relationship to indigenous pedagogies and explore if indigenous informed educational philosophies can represent a practice of healing. This course will examine The Assimilation Era, 1870s to 1970s, when governmental educational institutions were employed to disrupt and disappear the complex educational systems practiced by native people since time immemorial. The common practices of pre-colonial indigenous pedagogies will be illuminated and engaged to critically explore the colonizing pedagogy forced on students in government-sanctioned schools. Indigenous pedagogies have proven so resilient that they help to illustrate how indigenous people have continually renewed and revived their cultures through education despite the ongoing oppression of colonization. This class may include students from multiple sections. (Formerly HIST 215, Social Sciences, Elective)

Course Outcomes

Create a working definition of indigenous pedagogy, and employ that definition to reflect on different eras of American Indian education from pre-colonial times, through to contemporary efforts at healing and renewal.

Demonstrate understanding of terminology key to Integrated Indigenous Studies that includes but is not limited to, the following—indigenous, pedagogy, culture, cultural genocide, historical trauma, sovereignty, self-determination, Colonization/Decolonization, and Treaties.

Participate in the co-creation of the classroom community.

Recognize the importance of varied forms of “text” that include traditional text, written sources such as poetry, narratives, fiction, memoir, government documents, archival photographs, material historical sources, video, music, dance, and ceremony.

Apply local relationships of place to the broader context of historical research.

Use the tools of indigenous and historical research to demonstrate methods of attribution and citation in a way that properly respects the people being researched.

Apply self-assessment to evaluate their own learning.

Emergency Management (EM)

EM 102 : Introduction to Emergency Management

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

Provides a broad overview for exploring a career in emergency management (EM). Students will learn what an emergency management professional does, what an emergency management program consists of, and how that can be applied to a variety of organizations. This class may include students from multiple sections. (Formerly HSEM 102)

Course Outcomes

Define essential elements of an effective emergency management program.
Define the many roles, responsibilities and functions of the professional emergency manager in addressing holistic community needs.
Describe the actions taken in hazard identification and components of an emergency plan and principles that guide the planning process.
Examine the actions taken when planning for incident prevention and hazard mitigation in the context of population, infrastructure and equity.
Describe basic components of mutual aid systems.
Analyze compliance requirements for emergency communications and warnings.

EM 105 : Introduction to Tribal Emergency Management

Credits 5

Quarter Offered Fall

This course provides the groundwork on which Tribal Emergency Management can build a strong foundation of preparedness, response, recovery and mitigation for their communities. This class may include students from multiple sections. (Formerly HSEM 105)

Course Outcomes

Identify the essential elements of an effective Tribal Emergency Management program.
Identify the various roles and responsibilities of Emergency Management Professionals.
Describe the laws and policies that effectuate Tribal Emergency Management.
Describe Hazard Mitigation requirements and techniques.
Describe the Disaster Declaration Process as applicable to federally recognized Native American Tribes.

EM 110 : Incident Command System (ICS)

Credits 2

Quarter Offered Fall, Winter, Spring, Summer

This course describes the history, features, principles, and organization structure of the Incident Command System (ICS). It also explains the relationship between ICS and the National Incident Management System (NIMS). (Course will meet ICS 100/200 requirements). This class may include students from multiple sections. (Formerly HSEM 110)

Course Outcomes

Analyze the National Incident Management System (NIMS) and its application to coordinating and integrating a response to domestic incidents.
Identify five major management functions.
Explain the roles and responsibilities of the Incident Commander and Command Staff.
Determine when it is appropriate to institute a Unified or Area Command.
Describe the Public Information Systems required by NIMS.
Evaluate ways in which NIMS can affect how jurisdictions prepare for incidents and events.
Describe how NIMS affects the way resources are managed.
Describe the advantages of common communication and information management standards.
Explain how NIMS will influence technology and technological systems required for emergency response.
Identify the structure, roles, and purpose of the ICS as it is applied to emergency operations.
Analyze the National Incident Management System (NIMS) and its application to coordinating and integrating response to domestic incidents.
Apply Incident Command System principles to solve disaster response problems.

EM 111 : Tribal Incident Management Systems

Credits 2

Quarter Offered Fall

This course describes the history, features, principles, and incident organization structures used in Indian Country. Explains how those structures can effectively interface with the Incident Command System and National Incident Management System. This class may include students from multiple sections. (Formerly HSEM 111)

Course Outcomes

Analyze the National Incident Management System (NIMS) and its application to coordinated response.
Identify commonly utilized Incident Management Structures in Indian Country.
Describe the various roles and responsibilities of an Incident Commander and Command Staff.
Describe challenges associated with Incident Management Structures between tribal and non-tribal boundaries.

EM 120 : All Hazards Emergency Planning

Credits 3

Quarter Offered Fall, Spring

Introduction to fundamental concepts, systems, and processes that guide and support effective emergency management planning, including the history and rationale behind planning. This class may include students from multiple sections. (Formerly HSEM 120)

Course Outcomes

Describe the historical basis of and rationale behind the modern emergency management planning processes and requirements.
Demonstrate how emergency planning is integrated throughout all aspects of the practice of emergency management.
Describe how the elements of risk analysis (i.e., frequency and consequence of hazards) inform and guide the creation of emergency management plans.
Explain why centering emergency planning on the concept of "planning with the whole community" creates better plans.
Apply the guiding principles, regulatory requirements, and standardized process of emergency planning to produce the components of an emergency management plan.

EM 121 : Planning for Tribal Emergency Management

Credits 3

Quarter Offered Winter

Introduction to fundamental concepts, systems, and processes that guide and support effective emergency management planning in Indian Country, including the history and rationale behind planning. This class may include students from multiple sections. (Formerly HSEM 121)

Course Outcomes

Define the role of plans and planning within the emergency management profession, and the concepts and principles that guide the planning process.
Identify federal policies, plans, and processes that influence tribal emergency management and planning, including the historical/political relationships between government and tribal communities.
Outline the purpose and primary components of foundational emergency management plans that are important in tribal emergency management programs (mitigation, COOP/COG, response, and recovery).
Describe the special considerations including vulnerable populations and community values that must be incorporated in plan development.

EM 130 : Technology and Emergency Management

Credits 3

Quarter Offered Winter, Summer

This class provides a detailed overview of the application of technology in emergency management. Students will learn how to effectively use technology in all phases of disaster. This class may include students from multiple sections. (Formerly HSEM 130)

Course Outcomes

Compare the range of technologies available for emergency management use.
Research the potential impact of new technologies on emergency management.
Use current technology and data to complete a project.
Identify legal, ethical, and social elements in the deployment of technology.
Demonstrate a working level knowledge of developments in technology.

EM 157 : Public Information

Credits 2

Quarter Offered Fall, Winter, Spring
This course will prepare students to support emergency management public information operations, ensuring appropriate messaging for the whole community. This class may include students from multiple sections. (Formerly HSEM 157)

Course Outcomes

List and describe characteristics and responsibilities that make an effective public information officer.
Describe guidelines for department policies, which guide public information functions.
Describe purpose, elements, and roles in a joint information system/joint information system.
Describe various types of alert and warning systems.
Identify access and functional needs that must be addressed in public messaging.
Create messages that are appropriate for specific audiences and platforms.

EM 160 : Emergency Response Awareness to Terrorism

Credits 5

Quarter Offered Fall, Spring
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. This class may include students from multiple sections. (Formerly HSEM 160)

Course Outcomes

Identify the characteristics, threats, and risks associated with terrorism.
Examine the evolution and causes of terrorism around the world.
Explore federal, state, local and private sector procedures in preparedness measures, response, relief, and recovery.
Compare and contrast terrorist behavior with criminal activity.
Examine the positive and negative features of modern news coverage of terrorism.
Evaluate measures for preventing terrorist attacks.

EM 180 : Public Administration

Credits 3

Quarter Offered Winter, Summer
This course provides an overview of 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. This class may include students from multiple sections. (Formerly HSEM 180)

Course Outcomes

Explore the context, nature and structure of public administration in America.
Compare and contrast the political, legal and social environment of public administration.
Discuss the nature of the decision-making process in public administration.
Explain the budget process and planning.
Discuss the impact and influence of government regulation and administrative law over public affairs.

EM 190 : Emergency Management Special Topics

Credits 3

Quarter Offered Winter, Summer
Special topics will be developed for areas outside the usual course offerings in Emergency Management. Topics developed will focus on a specific current issue or concept in the area of emergency management. This class may include students from multiple sections. (Formerly HSEM 190)

Prerequisites
2.0 or higher in EM 102 or EM 105 and EM 110 or EM 111 or instructor permission
Course Outcomes
Research issues related to the course topic.
Apply course learning to solve a problem related to the course topic.
Compare and contrast the course topic with existing knowledge and experience in emergency management.
Evaluate the impact of the course topic on emergency management.

EM 200 : Emergency Operations Center
Credits 2

Quarter Offered Fall, Spring
This course provides the student with skills and knowledge to manage an Emergency Operations Center (EOC), acquire and control resources, and interface with on-scene responders within Incident Management Systems. This class may include students from multiple sections. (Formerly HSEM 200)
Course Outcomes
Introduction to Emergency Operations Center (EOC).
Functions of the Emergency Operations Center.
Jurisdictional Setting of the Emergency Operations Center.
Staffing and Operating the Emergency Operations Center.
Designing an Emergency Operations Center.
Incident Management Systems.
Public Information Officer (PIO) Operations/Information Management.

EM 205 : Cultural Heritage Preservation and Traditional Knowledge
Credits 4

Quarter Offered Spring
This course will explore the importance of protecting, preserving, and restoring both tangible and intangible cultural heritage in the face of disasters and emergencies and how traditional knowledge can be applied to disaster planning. This class may include students from multiple sections. (Formerly HSEM 205)
Course Outcomes
Define cultural heritage and native lifeways.
Research the role of cultural heritage protection in community recovery.
Differentiate between tangible and intangible cultural heritage collections.
Evaluate methods to prepare for, mitigate against, respond to, and recover from disaster using traditional knowledge.
Research local and non-local sources for additional information relevant to cultural heritage disaster planning.

EM 210 : Exercise Design and Evaluation
Credits 3

Quarter Offered Winter, Summer
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). This class may include students from multiple sections. (Formerly HSEM 210)
Prerequisites
2.0 or higher in EM 102 or EM 105
Course Outcomes
Describe the exercise design process.
Identify hazards that affect a community or organization.
Develop a purpose statement for an exercise.
Develop objectives for an exercise.

Design a discussion based exercise.
Develop exercise evaluation support material.

EM 215 : Tribal Emergency Management - Grants

Credits 4

Quarter Offered Winter

This course will explore the importance and role of grants in Tribal Emergency Management. Students will research various emergency management grants (federal, tribal, state, and local) and their potential impacts on communities predominately populated by indigenous peoples. This class may include students from multiple sections. (Formerly HSEM 215)

Course Outcomes

Research how grants contribute to effective Tribal Emergency Management.
Identify emergency management grants available to indigenous peoples and their non-tribal emergency management partners.
Describe the grant application process and requirements for a successful grant application.
Describe a successful grant management process.
Identify and evaluate the effectiveness of a grant-funded project.
Articulate the need for sustainable grant funding for Tribal Emergency Management.

EM 220 : Developing and Managing Volunteer Resources

Credits 2

Quarter Offered Fall, Spring

This course will focus on methods and procedures for involving volunteers in emergency management programs, with the goal of maximizing the effectiveness of volunteer resources. This class may include students from multiple sections. (Formerly HSEM 220)

Course Outcomes

Correlate the skills and knowledge required of volunteers in emergency management programs.
Determine how volunteers can be used more beneficially to meet an agency's needs.
Analyze the steps in developing a volunteer program.
Develop a volunteer policy and job description.
Outline strategies for recruiting, retaining, assigning, training, supervising, and evaluating volunteers.
Analyze the role of volunteers and voluntary agencies in providing emergency assistance.
Describe methods that will ensure cultural humility and equity in managing volunteers in a diverse community.

EM 230 : Disaster Recovery

Credits 2

Quarter Offered Winter, Summer

The purpose of this course is to enable students to understand and think critically about disaster 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 disaster recovery. In addition, students will learn about the issues faced by the whole community and how to address access and functional needs in disaster recovery. This class may include students from multiple sections. (Formerly HSEM 230)

Course Outcomes

Examine what occurs during a disaster and the impact it has on people, property and the environment.
Differentiate between the responsibilities of the local government after a disaster versus those of the state and federal government.
Analyze human responses to disasters.
Examine the process through which public and individual assistance may be obtained.
Describe special issues during recovery.
Apply principles and practices of disaster recovery in case studies.

EM 240 : Emergency Management Work-Based Learning

Credits 4

Quarter Offered Fall, Spring

Provides students practical experience in emergency management. Students learn to work within time constraints and are exposed to appropriate workplace behaviors, while applying core skills they have learned in the program. This class may include students from multiple sections. (Formerly HSEM 240)

This class has a $7.21 liability insurance course fee.
Prerequisites
2.0 or higher in EM 249 and instructor permission
Course Outcomes
Obtain emergency management work experience through paid employment or volunteering.
Set workplace learning objectives.
Meet workplace learning objectives.

EM 249 : Professional Development 1
Credits 2

Quarter Offered Fall, Spring
This course prepares the student for the Emergency Management AAS-T Work-based Learning experience. Students will learn how to search for jobs and internships, prepare resumes and job applications, prepare for job and internship interviews, and create an appropriate professional portfolio. Course should be taken 2 terms prior to EM 240. This class may include students from multiple sections. (Formerly HSEM 249)
Prerequisites
48 credits of EM courses
Course Outcomes
Develop a Professional Portfolio exhibiting professional development efforts, progress, and achievements.
Develop model resumes, applications, cover letters, and references for appropriate level work positions.
Demonstrate the ability to identify job openings appropriate to the student's knowledge, skills, and abilities.
Prepare answers to routine emergency management related interview questions.
Demonstrate understanding of the work based learning experience by identifying potential WBL sites.

EM 250 : Homeland Security Law and Policy
Credits 4

Quarter Offered Winter, Summer
This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with Homeland Security Emergency Management. 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. This class may include students from multiple sections. (Formerly HSEM 250)
Course Outcomes
Compare and contrast an effective policy with a poor policy.
Discuss ethical, legal, and social issues in Homeland Security.
Examine local, state, and federal dynamics involved with the introduction and implementation of new laws and regulations.
Explain laws and legal issues related to a disaster risk problem.
Describe important statutes and policies enacted post 9-11 and their impact on emergency management.

EM 260 : Introduction to Healthcare Emergency Management
Credits 5

Quarter Offered Fall, Spring
Provides the groundwork on which students can build a strong foundation for healthcare related disaster and emergency management. Addresses issues, policies, questions, best practices, and lessons learned through recent years; standards on healthcare emergency management and business continuity, and exposure to new and developing theories, practices, and technology in healthcare emergency management. This class may include students from multiple sections. (Formerly HSEM 260)
Course Outcomes
Identify and define essential elements of an effective healthcare emergency management program.
Identify and define the role of CMS and other bodies of law for healthcare emergency management.
Describe the role of accreditation in healthcare emergency management.

Examine best practices for hazard identification and emergency planning for healthcare.
Describe basic components of a Comprehensive Emergency Management Plan (CEMP) for a hospital.
Examine the role of business continuity in healthcare and the relationship of business continuity to emergency management.

Honors (HONOR)

Admission to the Honors program is currently paused. Updates regarding the program's status will be posted on the College's website as they become available.

HONOR 160 : Introduction to Honors Projects
Credits 2

Quarter Offered Spring
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. Acceptance into the Honors Program is required. This class may include students from multiple sections.
Course Outcomes

Students will be able to describe how knowledge is created and conveyed in humanities, mathematics, natural sciences and social sciences.
Students will use integrative knowledge to explain the meaning and importance of project work in humanities, mathematics, natural sciences and social sciences.
Students will identify a project topic and present a project abstract.

HONOR 220 : Second Year Interdisciplinary Projects Seminar I
Credits 1

Quarter Offered Fall
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. Acceptance into the Honors Program is required. This class may include students from multiple sections.
Course Outcomes

Students will present the objectives of their project and the method(s) used to achieve those objectives.
Students will use an integrative knowledge approach to engage in critical inquiry. The goal is to provide feedback useful for project development.

HONOR 221 : Second Year Interdisciplinary Project Seminar II
Credits 1

Quarter Offered Winter
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. Acceptance into the Honors Program is required. This class may include students from multiple sections.
Course Outcomes

Students will present the objectives of their project and the method(s) used to achieve those objectives.
Students will use an integrative knowledge approach to engage in critical inquiry. The goal is to provide feedback useful for project development.

HONOR 250 : Honors Capstone Projects
Credits 2

Quarter Offered Spring
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. Acceptance into the Honors Program is required. This class may include students from multiple sections.

Course Outcomes

Students will use integrative knowledge to assess project work of others in humanities, natural sciences and social sciences.

Students demonstrate ability to design, complete, and present an honors project.

Students will use integrative knowledge to assess their own project and to reflect upon the project's value to their undergraduate experience.

HONOR 290 : Honors Project

Credits 1-2

Quarter Offered Fall, Winter

This course is for students completing the projects requirement of the Honors Program degree. Faculty permission for students in the Honors Program. This class may be repeated up to 8 times for a total of 8 credits. This class may include students from multiple sections.

Course Outcomes

Students will achieve their individual capstone project goals.

Hospitality and Ecotourism (HOSP)

At this time, our Hospitality and Ecotourism program will no longer be accepting new students.

HOSP 100 : Introduction to Hospitality
Credits 5

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. This class may include students from multiple sections.
Course Outcomes

Describe the interrelated nature of hospitality and tourism and the characteristics of the hospitality industry.
Implement universal service standards.
Discuss success in service and describe appraise approaches to successful service.
Draw organizational charts for various divisions of a hotel.
Identify key areas and tasks for front and back of the house operations.
Summarize the skills required for concierge services.
Discuss the structure of management and operations for theme parks, attractions, cruises and clubs.
Describe different positions within and various activities related to the gaming entertainment.

HOSP 110 : Leadership & Management for Hospitality
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections.
Course Outcomes

Describe the concept of strategic management as applied to the hospitality industry.
Discuss leadership strategies, visioning processes and the implications for leading change.
Manage, motivate and cross train teams and individual staff.
Formulate a performance standard system.
Recognize and practice cultural diversity in hiring and leading.
Utilize effective conflict resolution methods for a given problem.

HOSP 120 : Ecotourism
Credits 5

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. This class may include students from multiple sections.
Course Outcomes

Describe the socio-cultural, ecological, economic and community impacts of Ecotourism on public and protected areas.
Compare and contrast Ecotourism with conventional tourism.
Identify core indicators of sustainable tourism such as site protection, social impact, critical ecosystems and local economy.
Discuss the nature-based foundation of Ecotourism as an alternative to conventional mass tourism.
Apply strategies for sustainable Ecotourism in the development of an Ecotourism program plan.

HOSP 130 : Hospitality and Tourism Marketing

Credits 5

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. This class may include students from multiple sections.

Course Outcomes

Describe the role of marketing strategic planning for the hospitality industry.
Analyze consumer markets and buying behavior for the tourism industry.
Discuss information distribution and the impact of social media and globalization on the hospitality industry.
Explain how changes in the demographic and economic environments affect marketing.
Examine the hospitality and tourism marketing mix.
Explain internal marketing.

HOSP 140 : Food and Beverage Management

Credits 2

Learn dining room management including operations, budget, cost control, inventory, staffing, layout, and styles of service. This class may include students from multiple sections.

Course Outcomes

Explain the importance of effective communication skills in restaurant and food service management.
Describe dining room service operations.
Apply strategies for food service team growth and development.
Monitor inventory and cost control.
Develop a food service budget.
Explain basic procedures to plan dining room layouts that promote employee productivity and guest experience.

HOSP 150 : Sustainable Tourism Policy and Planning

Credits 3

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. This class may include students from multiple sections.

Course Outcomes

Discuss the importance of tourism at a global scale and reasons for its growth.
Distinguish between regional, global and heritage tourism.
Describe the many drivers of change in the tourism sector over the next decade.
Identify trends in consumer behavior related to the tourism industry such as travel-based learning and ecotourism.
Analyze the interconnections between different elements of tourism including accommodation, transport, attractions and tourism services.
Compare and contrast the significance of small and large businesses in the tourism sector.
Develop a plan for managing the impact of tourism on communities and the environment.

HOSP 215 : Adventure Travel Leadership and Guiding

Credits 5

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. This class may include students from multiple sections.

Course Outcomes

Describe the key principles of adventure travel guiding.
Analyze the global adventure travel industry.
Apply interpretive guiding principles and practices.

Explain principles in sustainability for the adventure travel guide.
Evaluate customer service skills for the adventure travel guide.
Apply the core concepts of risk management and assessment to the role of guide.
Develop and present a plan for creating and delivering a guide experience.

HOSP 220 : Technology in the Hospitality Industry
Credits 5

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. This class may include students from multiple sections.
Course Outcomes
Identify and evaluate common technology systems used in hospitality operations.
Describe the various ways in which hospitality businesses use technology to process reservations and manage rooms.
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.
Identify Payment Card Industry (PCI) and Data Security Standard (DSS) objectives and requirements.
Explain the functions and use of food and beverage management applications, including those concerning recipe and menu management, sales analysis, and pre/postcosting.
Identify and describe the catering software and accounting applications that are available to hospitality businesses.
Identify the various threats to technology systems and the security precautions that should be taken to keep those systems safe.

HOSP 230 : Event Planning
Credits 5

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. This class may include students from multiple sections.
Course Outcomes
Define the breadth of event types and opportunities for professional event coordination.
Identify the food and beverage needs of the audience, participants, staff, and other stakeholders at an event.
Develop a strategy for creating and coordinating a comprehensive event experience.
Identify potential event sites and evaluate their suitability to select the best fit for an event.
Organize efficient, effective, and safe waste control plans including strategies to ensure a sustainable event environment.
Determine and procure suitable and effective collateral materials that will support the marketing strategies of an event.
Identify the staging and equipment needs to facilitate the functional requirements of the event environment.
Describe operational controls for catering including costing, presentation, pricing, production, purchasing and service.
Develop and present an event plan.

HOSP 235 : Meeting Planning and Production
Credits 5

Quarter Offered Spring
Students will explore and apply basic concepts and skills required to plan and execute successful conferences and large meetings in a variety of venues.
Course Outcomes
Describe the structures of the Meetings, Exposition, Events, and Conventions (MEEC)
Describe the fundamental principles of audio-visual production related to meetings and events

Demonstrate skills of Meeting planning and production from inception to outcome
Demonstrate Meeting & Business Events Competency Standards (MBECS)
Create a meeting resume that connects to other hospitality functions, catering, accounting, hotel room blocks, and financial planning
Classify basic principles of video, audio, and sound for meeting production

HOSP 250 : Hotel Operations
Credits 5

Quarter Offered Fall
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 Outcomes
Describe the structures of traditional and modern hotel industry.
Demonstrate the ability to forecast availability and overbooking of hotel rooms.
Demonstrate ability to manage guest services from arrival to departure.
Draw connections to other hospitality functions, related industries, and the broader economy.
Classify hotel internationalization; green operations; financing sources; boutique and urban collections; and reservations strategy.
Calculate occupancy percentages, average daily rates, and actual percentage of potential rooms revenue.

HOSP 290 : Hospitality Internship
Credits 1-5
Quarter Offered Fall, Winter, Spring, Summer
This class will provide opportunities for Hospitality and Ecotourism students to participate in internships with local businesses. This class may include students from multiple sections.
Prerequisites
HOSP 100 and instructor permission
Course Outcomes
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.
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.
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.

Human Development (HUMDV)

HUMDV 101 : Success in the Online Classroom

Credits 1

Quarter Offered Fall, Winter, Spring, Summer

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. This class may include students from multiple sections.

Course Outcomes

- Post messages to threaded discussions.
- Locate a peer-reviewed article from the library database.
- Differentiate between the credible and inappropriate internet and research sources.
- Set priorities, and organize your time.
- Download an electronic document and save it to a computer.
- Submit an assignment document.
- Define copyright, fair use, and plagiarism.
- Present a topic in a PowerPoint presentation.
- Attach a PowerPoint presentation a discussion board.
- Start an ePortfolio.

HUMDV 103 : Student Success Skills

Credits 1

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 Outcomes

- 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.
- 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.
- 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.
- 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.
- Recognize and respect individual perceptions and diversity within a group; explain directions in a manner so that different group members can grasp them clearly.
- Follow directions and complete activities.
- 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.

HUMDV 110 : Career/Life Planning

Credits 1-3

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 Outcomes

- Assess and discuss individual skills, values, interests, attitudes and approaches that inform career and life decision-making.

Evaluate occupational information and current labor market trends in the context of individual skills, interests, lifestyle and goals.
Articulate through writing the reasoning behind informed choices related to careers.
Research information on how and where one can acquire the experience and knowledge required for employment in a particular profession.
Build resumes and cover letters.
Research information on four-year colleges and degrees needed for selected careers.

HUMDV 112 : Occupational Exploration

Credits 1-2

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 Outcomes

Student will become familiar with occupational information available.
Student will be able to use computer software and the Internet for occupational information.
Student will complete interest inventories, personality analysis, and values assessment designed to assist in career decisions.
Student will be able to clarify and/or validate occupational choices.
Students will be aware of other sources of information regarding career options both on and off campus.

HUMDV 114 : Resume Writing

Credits 1-2

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 Outcomes

Distinguish between Functional Skills and several other resume styles.
Write a Functional Skills resume.
Write a professional cover letter to accompany the resume.
Evaluate the critical components to an effective thank you letter.
Write a professional thank you letter as a follow-up to an interview.

HUMDV 115 : Interview Skills

Credits 1-2

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 Outcomes

Be familiar with typical interview questions.
Student will practice responses to typical interview questions.
Student will be familiar with interview skills and business etiquette.
Student will be familiar with Internet resources regarding interviewing.
Student will have experience responding to interview questions.

HUMDV 120 : Human Relations

Credits 3

Quarter Offered Fall, Winter, Spring

Survey of workplace skills, including communication, team building, problem solving, and leadership. Emphasis on concepts of perception, attitude, motivation, and ethics.

Course Outcomes

Explain the importance of human relations in the workplace.
Acknowledge and apply differences in perceptions to group situations.
Define, analyze, and demonstrate communications skills in speaking and listening.
Describe and employ common strategies for problem solving and for conflict management.
Describe and apply effective group and team-building skills.
Illustrate the value of motivation, mission statement, and goal setting to organizations.
Identify steps in the change process and strategies for reducing and overcoming resistance to change.
Analyze sources and types of leadership and power.
Identify and apply guidelines for ethical behaviors.

Define human diversity and explain how it affects organizations.
Describe employee rights and responsibilities including health and wellness, workplace etiquette, and unions.
Prepare a resume and research good interviewing techniques.

Human Resources Management (HR-BAS, Bachelor of Applied Science)

HR-BAS 401 : Managing Diversity, Equity, Inclusion and Belonging
Credits 5

Quarter Offered Spring
This course will provide students an opportunity to explore key concepts from intersectionality and biases to scarcity mentality and equity. Several crucial soft skills that will allow student to develop and implement meaningful diversity, equity, inclusion and belonging (DEIB) strategies with empathy and effectiveness will be introduced. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Human Resources Management BAS Program Admittance
Course Outcomes

Describe the Objective, Uniform in application, Consistent in effect, and Has job relatedness (OUCH) test and its four components and identify when it is useful in an organizational setting.
Identify the major equal employment opportunity laws and the groups of people that each law protects.
Discuss the major functions of the Equal Employment Opportunity Commission (EEOC).
Contrast the concepts of Equal Employment Opportunity (EEO), affirmative action and diversity.
Compare the two primary types of sexual harassment.
Discuss employer's requirements concerning avoidance of religious discrimination in the workplace.

HR-BAS 420 : Labor Relations-Union Management Relations
Credits 5

Quarter Offered Fall
This course offers an exploration of labor relations, emphasizing the interplay between employment relationship goals, labor rights, and management decisions. Students will learn the mechanics of traditional labor relations processes and gain insight into why these processes exist and how to assess their effectiveness. Additionally, students will develop an understanding of collective bargaining processes that lead to the conclusion of a collective agreement. This class may include students from multiple sections. (Social Sciences)

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Human Resources Management BAS Program Admittance
Course Outcomes

Describe the US historical development, and legal framework of labor relations.
Evaluate the role and function of labor unions in the contemporary workplace.
Discuss the interaction of employment goals, and the rights of labor and management in labor relations.
Analyze collective bargaining processes, practices, and outcomes.
Explore emerging trends and challenges in labor relations.

HR-BAS 430 : Training and Development
Credits 5

Quarter Offered Winter
Training and development programs help companies gain and retain top talent while also improving employee productivity. This course will focus on the assessment of organizational needs, the creation of development opportunities, and the formulation of effective training strategies. Additionally, students will gain an understanding of the strategic importance of training and development initiatives in achieving organizational goals, as well as exploring emerging trends and challenges in this field. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Human Resources Management BAS Program Admittance

Course Outcomes

Analyze the strategic role of learning and development.
Assess training needs and identify design elements for effective programs.
Evaluate and enhance training effectiveness through learning principles.
Identify development programs that enhance employee engagement and retention.
Explore trends and challenges in training and development.

Information Studies (INFO)

INFO 101 : Research in Health and Social Sciences
Credits 2

Quarter Offered Fall, Spring, Summer
Designed to help you succeed on college research assignments. This course will emphasize developing research questions and search strategies; searching relevant subject databases; synthesizing information from sources; and citing sources in APA format. Readings and assignments focus on issues and contexts specific to Health and Social Sciences. Students will demonstrate core 'information competencies' by developing a research project on a topic relevant to the health sciences or social sciences. This class may include students from multiple sections.
Course Outcomes

Clearly articulate a need for health information.
Locate multiple relevant sources of health information for a particular need.
Evaluate information and its sources using a set of criteria.
Apply information from a variety of sources to a specific purpose.
Reference information sources using APA style.

INFO 120 : Introduction to Research
Credits 2

An online introduction to college-level research. Students will learn how to develop topics into strong research questions that guide their research. They will also learn how to access, evaluate, and ethically engage a wide variety of information sources (e.g. popular, scholarly, print, and multimedia). Eligibility for ENGL& 101 is recommended. This class may include students from multiple sections.
Course Outcomes

Clearly articulate a need for health information.
Locate multiple relevant sources of health information for a particular need.
Evaluate information and its sources using a set of criteria.
Apply information from a variety of sources to a specific purpose.
Reference information sources using MLA style.

Information Technology (IT)

IT 102 : Computer Hardware Workshop
Credits 2

Quarter Offered Spring
Gain experience assembling, installing and testing a modern desktop pc, rack mounted server and other various computing hardware configurations. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Identify and describe common computer hardware components
Demonstrate how to assemble a personal computer, install an operating system and start up a new system
Demonstrate how to assemble a rack mounted server, manage cabling, install and operating system and start up a new server
Demonstrate how to research parts for a server or PC to ensure hardware compatibility, optimization while working within a budget.

IT 107 : Introduction to Networking
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Describe the basic hardware, software and services components used in network systems.
Compare and contrast the alternatives in LAN media, topologies, access methods, and media.
Demonstrate a layered approach to networking. (For example the open connection (OSI) reference model).
Identify and evaluate appropriate media for networks (such as cabling, wireless, fiber, etc.).
Evaluate appropriate network media topologies.
Describe the major network layer protocols with an emphasis on IPv4 and/or IPv6, including addressing, subnetting, network address translation and IP configuration.
Given a scenario, perform subnetting.
Describe the major functions of network operating systems and directory services.
Troubleshoot networks using standard troubleshooting tools.
Describe the advantages/disadvantages of various network protocols.
Select or determine appropriate network security process or approach for given situations.
Build a (simple) network using routers and switches.

IT 111 : Information Technology Foundations I
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Distinguish the functions of hardware, software, data, procedures, and people in a business computer system.
Identify the major hardware elements of a computer system and describe the purpose of each element.
Recognize the role of and use a variety of widely-used software packages including spreadsheets, word processors, databases, and presentation software.
List the major functions of the operating system and demonstrate how to use its essential features and commands.
Describe the programming process and the role of software in solving business-related problems.
Give examples of how communications and network technologies are used.
Explain the role of and use of the Internet.
Outline the requirements for choosing specific hardware systems and software packages.
Discuss the role of information and how management information systems (MIS) are developed and used in an organization.
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.
Discuss how multimedia can be used to enhance communication.
Recognize prominent computer-related ethical, security, privacy, and legal issues.
Give examples of career opportunities in the technology sector.

IT 114 : Database Design and Implementation

Credits 5

Quarter Offered Spring

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.

This class has a $35.00 information technology course fee.

Course Outcomes

Summarize the purpose of database management systems and the role of database administrators.
Describe the process of analysis of client needs, design of data models, and implementation of databases in modern relational database management system software.
Analyze a scenario to identify the business rules and customer requirements to be included in a data model.
Distinguish between conceptual data models, logical data models and physical data models.
Describe the relational model and the principles of relational database design.
Employ Entity-Relationship diagramming tools to model data.
Demonstrate the process of normalizing relationships in tables.
Apply database design patterns in data modeling.
Use SQL statements to create a new database and modify an existing database.
Use SQL statements to select, sort, and filter data within a database.
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).
Identify ethical issues and regulations relating to data and databases.
Discuss database security issues (such as role-based access, data encryption, and SQL injection).
Give examples of the various types of testing relating to databases (for example, application software testing, data integrity testing, user testing).

IT 155 : Cloud Computing Essentials

Credits 5

Quarter Offered Winter

This course covers the skills and knowledge required to make informed, critical decisions with cloud technologies and the impact they have on businesses. Learn the fundamentals of cloud technologies, deployment models, fiscal impact and use cases for businesses. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Course Outcomes

Demonstrate understanding of basic cloud fundamentals including cloud networking, design considerations and storage approaches.
Demonstrate skills operating within the cloud including data management and optimization, the role of DevOps with integration and provisioning.
Describe how to assess cloud infrastructure options through feasibility studies, gap analysis, benchmarking, and cloud vendor analysis.
Demonstrate basic risk management and response techniques as they relate to cloud services and the critical role of compliance with regulatory and international standards.

IT 207 : Advanced Networking and Network Security

Credits 5

Quarter Offered Fall

Covers advanced networking and network security concepts & skills including routing, switching, virtual LANs, network design, routing protocols, network management and software defined networking. Secure network design, implementation and monitoring/maintenance are taught using hands-on projects for students. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Prerequisites

IT 107

Course Outcomes

Describe how routing and switching work by building a working, multi-zone network
Demonstrate how to configure routers and switches for specific scenarios
Describe and demonstrate the best practices in secure network design
Describe and demonstrate best practices when maintaining a secure network
Demonstrate how to automate network management tasks
Demonstrate how to manage and configure network security devices such as firewalls and intrusion detection systems

IT 211 : Information Technology Foundations II

Credits 5

Quarter Offered Winter

This course covers technical skills with mobile devices, networking technology, hardware, virtualization, cloud computing and network troubleshooting. Includes skills required for installing and configuring operating systems, expanded security, and software troubleshooting. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Course Outcomes

Demonstrate how to Identify, connect, and utilize hardware components and devices, including the broad knowledge of different devices necessary to support the remote workforce.
Demonstrate the ability to install, configure and support Windows including command line.
Demonstrate skills with client operating system (OS) support, system configuration imaging and troubleshooting for Mac OS, Chrome OS, Android and Linux.
Demonstrate the ability to troubleshoot PC and mobile device issues including common OS, malware and security issues.
Explain types of networks and connections including Transmission Control Protocol/Internet Protocol (TCP/IP), wireless and Small Office Home Office (SOHO).
Demonstrate troubleshooting skills with real-world device and network issues.
Describe how to Install and configure laptops and other mobile devices and support applications to ensure connectivity for end users.

IT 225 : Windows Server and Windows Domains

Credits 5

Quarter Offered Spring

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. Recommended that students enter the course with some experience and prior knowledge of virtualization and the basics functions of operating systems. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Course Outcomes

Design a Windows Domain.
Discuss common Windows Server Roles and Features.
Build a Windows Domain within Hyper-V.
Construct an Active Directory Structure within a Windows Domain.
Discuss security considerations in the context of a Windows Domain.
Compare backup strategies for different Windows Server roles and workloads.

IT 260 : Introduction to Unix/Linux Systems Administration

Credits 5

Quarter Offered Winter

An introduction to the Unix/Linux operating system and Unix/Linux system administration. Prepares student for CompTIA Linux+ Part A exam. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Course Outcomes

Analyze problems and design Linux/UNIX solutions using shell command files and scripts.
Describe how Linux/UNIX supports processes, memory management, input/output, and the file system.
Describe the functions of an operating system.
Describe the main Linux/UNIX system administration tasks.
Employ common Linux/UNIX shell features including I/O redirection, piping, command substitution, and simple job control.
Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language.
Set up a Linux/UNIX environment.
Use common and advanced Linux/UNIX utilities.

IT 275 : Scripting and Automation

Credits 5

Quarter Offered Fall

An introduction to shell scripting and automation with Bash (Unix/Linux), Powershell (Windows) and how to automate systems administration and networking tasks in server, client and networking environments. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.

Course Outcomes

Demonstrate how to write a basic Bash script
Demonstrate how to safely test and debug Bash scripts
Demonstrate how to write a basic Powershell script
Demonstrate how to safely test and debug Powershell scripts
Describe and demonstrate how to ensure scripts are secure
Demonstrate how to write scripts that use variables, conditions, loops, read and write to files
Demonstrate how to schedule scripts to run on a regular interval in Linux, Unix and Windows

IT 276 : Information Technology & Cybersecurity Internship

Credits 1-5

This class will provide opportunities for Information Technology and Cybersecurity students to participate in internships with local businesses. This class may include students from multiple sections.

Prerequisites
IT 111 and IT 162 or instructor permission
Course Outcomes

Acquire real world skills in a workplace setting based on the criteria identified.
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.
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.

IT 285 : Cloud Infrastructure and DevOps
Credits 5

Quarter Offered Fall
This course covers the concepts of cloud-based information technology infrastructure and how organizations deploy and maintain hybrid cloud and fully remote infrastructure. This course prepares students to complete industry leading cloud architect certifications. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Describe three different cloud infrastructure platforms
Demonstrate deploying servers and traditional on premises infrastructure on a cloud platform
Demonstrate command line interface (CLI) skills to deploy, start, update and stop cloud instances and services
Describe, troubleshoot and resolve networking issues unique to cloud based infrastructure
Demonstrate operational understanding of the security principles required in any cloud-based infrastructure environment
Develop, test and deploy automation scripts for basic infrastructure tasks

IT 287 : Coding I - Coding with Python
Credits 5

Quarter Offered Fall
An introduction to the Python programming language. Learn software development best practices while learning the main Python libraries and programming fundamentals. Class covers syntax, variables, strings, conditions, flow control structures loops, switches, classes, database connections, utilities, and frameworks. Class also covers data structures using sets, frozen sets, lists, arrays and dictionaries. No prior coding experience necessary. Course utilizes hands-on projects rooted in real-world problems and exercises. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Demonstrate the use of Python variables, expressions, and statements.
Create and use functions, parameters, arguments, and recursion.
Develop Python programs that use conditionals, Booleans, iteration, and looping.
Describe and demonstrate the core concepts of object-oriented programming including classes and inheritance.

IT 288 : Coding II - Front-End Development
Credits 5

Quarter Offered Winter
This course introduces front-end and user interface development. Course covers web application front-end programming with standards such as HTML, CSS, JavaScript, Node, React and more to help students learn to implement fast and functional user interfaces. No prior front-end development experience required. MEDIA 225 recommended. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes

Demonstrate the proper use of HyperText Markup Language (HTML) elements including semantic elements.
Implement custom styling of web front-ends.
Describe the fundamental principles of implementing effective user interfaces.
Demonstrate Bootstrap fundamentals.
Create interactivity with JavaScript.
Utilize Git to collaborate on projects with others.
Demonstrate how to test that designs are cross-browser compatible.
Demonstrate how to build websites with dynamic data from an Application Programming Interface (API).
Demonstrate how to organize code using a front-end JavaScript Framework.
Create a responsive website using Bootstrap or the Cascading Style Sheets (CSS) grid system.

IT 289 : Coding III - Full Stack Development
Credits 5

Quarter Offered Spring
This course completes the full-stack picture by introducing back-end development including relational databases, API development and testing, deployment, and security. Builds on but does not require coding I or coding II if student has prior experience with programming fundamentals and front-end development. Students will build, test, and release a full stack web application from beginning to end. Completion of IT 287 and IT 288 or equivalent experience recommended. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
Course Outcomes
Demonstrate how to create a web application server.
Create a web application that interacts with a database.
Design and create RESTful Application Programming Interfaces (API)s.
Demonstrate experience using cloud services for application deployment such as Amazon Web Services, Microsoft Azure or others.

IT 299 : Integrated Study-Honors
Credits 2

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, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project. This class may include students from multiple sections.

This class has a $35.00 information technology course fee.
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
Course Outcomes
Complete a project relevant to learning pathway and program.

Information Technology Management (IT-BAS, Bachelor of Applied Science)

IT-BAS 320 : International Business and Information Technology
Credits 5

Quarter Offered Spring
Learn how technology is being used to gather, interpret, and communicate business information in a global environment. This class will illustrate how to streamline operations, automate processes, access real-time data, and make data driven decisions. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Information Technology Management BAS Program Admittance
Course Outcomes

Identify the role of technology in international trade.
Demonstrate the role of technology in international logistics, including tracking systems to streamline operations.
Explain how technologies, including blockchain, facilitate efficient coordination throughout the supply chain.
Analyze how IT management can leverage and harness technology for international success and e-commerce in international trade.
Evaluate the role of technology in risk management.

IT-BAS 335 : Database Design
Credits 5

Quarter Offered Fall
This course will explore the principles and practices of creating efficient, scalable, and secure databases. The course includes an overview of different types of databases and their proper usage. Students will gain insight into relational and NoSQL databases. Students will learn database design, data modeling, query optimization, and database security needed for managers in IT. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Information Technology Management BAS Program Admittance
Course Outcomes

Summarize the core principles and concepts involved in database design and management, including various types of databases and their applications in real-world scenarios.
Design efficient, scalable, and secure databases. Understand data modeling techniques to translate complex real-world data into organized and structured database schemas.
Illustrate the differences between relational and NoSQL databases, understanding their strengths, weaknesses, and appropriate use cases. Compare and contrast the advantages of each database type in various application scenarios.
Explain query optimization for enhanced performance and efficiency. Explore how to retrieve, filter, organize, and manipulate data for relational, SQL, and NoSQL databases.
Connect knowledge to real-world problems. Gain practical experience with popular database management systems through implementing database design, data manipulation, data retrieval, and data base security.

IT-BAS 420 : Strategies and Cloud Technologies
Credits 5

Quarter Offered Winter
This course explores cloud technologies' strategic implications and practical applications in contemporary business environments. The course examines cloud computing principles, including infrastructure as a service

(IaaS), platform as a service (PaaS), and software as a service (SaaS), and their role in driving organizational agility, innovation, and cost-effectiveness. Emphasis is placed on understanding the strategic alignment of cloud initiatives with organizational goals, evaluating the economic and competitive impact of cloud solutions, and effectively managing cloud resources to maximize value. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites
Information Technology Management BAS Program Admittance

Course Outcomes

Articulate fundamental principles of cloud computing and its strategic implications for modern businesses.
Apply strategic thinking to the selection and implementation of cloud technologies.
Demonstrate proficiency in leveraging cloud technologies to optimize business processes.
Develop strategic plans for cloud migration and adoption.
Evaluate the effectiveness of cloud strategies and technologies using appropriate metrics.

IT-BAS 430 : Business Intelligence and Data Mining

Credits 5

Quarter Offered Fall

The course covers business intelligence (BI), data mining, fundamental concepts, techniques, and applications to produce data-driven insights and inform strategic decision-making in contemporary business contexts. Topics include data warehousing, preprocessing, data mining algorithms (regression, classification, clustering), predictive modeling, and performance evaluation. Emphasis is placed on integrating BI with organizational decision-making processes and business strategy, with practical exercises using industry-standard tools for data visualization, reporting, and dashboard creation. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites
Information Technology Management BAS Program Admittance

Course Outcomes

Demonstrate understanding of the principles of business intelligence and data mining.
Apply data warehousing techniques, including preprocessing and integration, to get data in place for analysis.
Implement various data mining algorithms like regression, classification, and clustering.
Develop forecasting models.
Evaluate the results of business intelligence and data mining using appropriate metrics.

IT-BAS 460 : Security Architectures for Managers

Credits 5

Quarter Offered Fall

This course teaches students how to ensure that the stakeholder security requirements necessary to protect the organization's mission and business processes are adequately addressed. All aspects of enterprise architecture including reference models, segment and solution architectures, and the resulting systems supporting those missions and business processes will be covered. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites
Information Technology Management BAS Program Admittance

Course Outcomes

Develop/integrate cybersecurity designs for systems and networks with multilevel security requirements.
Document and address organization's information security, cybersecurity architecture, and systems security engineering requirements throughout the acquisition life cycle.
Employ secure configuration management processes.

Ensure that acquired or developed system(s) and architecture(s) are consistent with organization's cybersecurity architecture guidelines.
Identify and prioritize critical business functions in collaboration with organizational stakeholders.
Perform security reviews, identify gaps in security architecture, and develop a security risk management plan.
Define and document how the implementation of a new system or new interfaces between systems impacts the security posture of the current environment.
Evaluate security architectures and designs to determine the adequacy of security design and architecture proposed or provided in response to requirements contained in acquisition documents.
Determine the protection needs (i.e., security controls) for the information system(s) and network(s) and document appropriately.

Integrated Indigenous Studies (IIS)

IIS 101 : Introduction to American Indian Studies

Credits 5

Quarter Offered Fall, Spring

Introduction to American Indian and Indigenous Studies, a field of research grounded in the study of American Indian and indigenous peoples. This field emphasizes individual and community wellness, political self-determination, cultural revitalization and cross-cultural understanding. This course presents foundational terms, concepts and ideas and is recommended for all students but is particularly relevant for those who will pursue a degree in Native American Studies or Indigenous Studies or American Indian/Indigenous Studies. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate an understanding of key terms in American Indian Studies and identify their significance in this field.

Present evidence of understanding the significance of individual and community wellness, political self-determination, cultural revitalization, and cross-cultural understanding.

Demonstrate an understanding of treaties and their significance in Nation building and current legal and environmental tribal efficacy.

Engage with different perspectives of other students in discussions and written responses.

Improve critical thinking skills through engagement with and evaluation of a range of sources including text, video, audio, presentations, case studies, mixed media art, and other expressions.

Integrated Studies (IS)

IS 101 : Understanding the Humanities
Credits 5

Quarter Offered Fall (odd year), Spring, Summer
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. This class may include students from multiple sections. (Humanities, Elective)
Course Outcomes

Identify and describe major forms of artistic and intellectual expression.
Explain the history of the forms of expression, their principle elements and styles, and some of their best known examples.
Discuss how the forms of expression affect human identity formation and emotional development.
Explain how the forms of expression enhance the understanding of humanity's social and cultural development.
Discuss the value of diversity in the forms of expression.

IS 102 : Comparative Arts
Credits 5

Quarter Offered Fall (odd year)
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. This class may include students from multiple sections. (Humanities, Elective)
Course Outcomes

Identify major art forms and explain their development, their principal elements and styles, and some of the best known examples of each.
Describe the thematic and stylistic connections between different art forms.
Discuss the value of diversity in artistic expression.
Discuss how art affects human beings, including why it occurs and how it functions in society.
Explain how art enhances the understanding of what it means to be human.

IS 103 : Women's Voices In The Arts and Humanities
Credits 5

Quarter Offered Winter
Exploration of women's voices and works in the Arts and Humanities from specific time periods and mediums. This class may include students from multiple sections. (Humanities, Elective)
Course Outcomes

Read actively and analytically about individuals' and cultures' values, practices, behaviors, and expectations;
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;
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;
Evaluate and challenge assumptions and conclusions—both one's own and others';
Accept personal academic responsibility including class participation and prompt and thorough completion of assignments;
Use tools of self-assessment to evaluate knowledge and skills in reading, writing, and analysis.
Explore, discover, and express ideas about the humanities;
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.

IS 105 : Popular Culture

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Explain what culture and popular culture are.
Discuss the values, practices, behaviors, norms, and expectations of cultures.
Discuss the structure and development of popular culture.
Identify how people consume popular culture.
Discuss the influence popular culture has on the identity of the individual, the community, the nation, and the world.
Discuss the larger cultural trends in modern American society.
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.
Explain how the medium and genre of a text influences its meaning.

IS 107 : History of Reason

Credits 5

Exploration of a theme, area of knowledge, or period of intellectual history, focusing on seminal ideas and paradigm shifts. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Discuss the processes involved in the advancement of knowledge.
Discuss the seminal ideas associated with specific themes, area of knowledge, or periods of intellectual history.
Explain the historical context within which important intellectual (ie. Scientific, sociological, cultural, philosophical, mathemetical) breakthroughs were developed.
Explain the paradigm shift that accompanies important intellectual discoveries.
Discuss the impact, the breakthroughs, and discoveries have had on modern life.

IS 109 : Introduction to Indigenous Humanities

Credits 5

Quarter Offered Fall

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 concentration include relational accountability, place-based knowledges, community-based research, indigenous science and philosophies, and traditional ecological knowledges. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Articulate an understanding of the term epistemology.
Articulate examples of some of the differences between "Indigenous humanities" and traditional western humanities.
Engage and reflect on theories and practices within Indigenous humanities.
Describe the contributions of some of the many Native/Indigenous scholars who have contributed to Indigenous Humanities.
Define relational accountability and demonstrate an understanding of its importance.
Articulate the importance of the more-than-human in relationship with humans and systems.
Demonstrate accurate use of academic formats (i.e., MLA, APA, CSE, Chicago Manual) in connection with Elements of Indigenous Style.

IS 120 : Indigenous Humanities: Language, Culture, and Indigenous Futures

Credits 5

Quarter Offered Winter

Include the study of a range of artistic and intellectual expressions of what it means to be human with particular attention to language revitalization, place-based knowledge and expression, and interdisciplinary approaches to the humanities. Co-taught with an instructor of record and at least one but up to three co-teachers who are culture teachers or language teachers from indigenous tribes including but not limited to the Tribes of the Olympic Peninsula. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Engage with language learning, including both spoken and written dimensions of one or more revitalized Indigenous languages.
Read actively and analytically.
Engage with the complexities of the humanities and demonstrate an understanding of interdisciplinary learning.
Improve skills in speaking another language.
Engage in discussions that engage language learning in the context of relationality.
Reflect on active learning to better understand the interdisciplinary approach to language, culture, and knowledge.

IS 150 : Foundations of Knowledge

Credits 5

Quarter Offered Winter

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. (Humanities, Elective)

Prerequisites

Eligibility for ENGL& 101

Course Outcomes

Define and discuss major theories of knowledge.
Apply, compare, and assess different disciplinary approaches as they apply to complex themes or problems.
Develop and demonstrate critical thinking skills.
Develop and demonstrate information literacy skills.
Communicate ideas clearly in both oral and written form.
Assess one's own learning through ongoing self-assessment exercises.
Demonstrate and develop strong interpersonal/team skills.
Apply interdisciplinary perspectives to discussions of the course theme.

Intensive English Language Studies (IELS)

IELS 81 : Intensive English-Basic Level-Reading

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas. Non-transferable.

Course Outcomes

Use a monolingual learner dictionary to identify word stress, word form, and word.
Develop vocabulary knowledge through identifying common stems and affixes, word form and word families.
Apply knowledge of grammar, punctuation, word parts and context clues to make guesses of target vocabulary of basic- level reading passages.
Apply pre-reading strategies to activate schemata and predict content of basic texts.
Identify topic sentences and main ideas and sequence of events in basic ESL texts.
Identify transition signals to determine patterns of organization in basic ESL texts.
Compose a controlled summary of 3-5 sentences which states the topic and main ideas from a short basic level ESL reading paragraph.
Identify the setting, main events, climax and resolution of ESL readers at the basic level.
Compose a controlled summary of the text in writing.
Respond verbally and in writing, to basic level texts by drawing connections between personal experiences and/or world knowledge to the assigned text.

IELS 82 : Intensive English-Basic Level-Writing

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas. Non-transferable.

Course Outcomes

Apply pre-writing techniques (such as listing and clustering) to generate ideas.
Write about topics related to personal interests with basic fluency and control.
Limit topics using logical subdivisions.
Compose short paragraphs based on a topic sentence.
Utilize basic cohesive devices (listing and sequence words).
Utilize simple and compound sentences in writing.
Demonstrate awareness of basic sentence structure.
Demonstrate control over basic grammatical structures and vocabulary.
Utilize appropriate punctuation to indicate sentence boundaries.
Develop level-appropriate self-editing strategies (use of dictionary and spell check for spelling, proofreading for capitalization and end punctuation).
Use basic writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

IELS 83 : Intensive English-Basic Level-Listening

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas. Non-transferable.

Course Outcomes

Express ideas fluently, accurately, and appropriately in spoken American English at a high-beginning level.
Comprehend and respond appropriately to spoken American English at a high-beginning level.

Demonstrate high-beginning knowledge and use of American cultural conventions in oral communications.

IELS 84 : Intensive English-Intermediate Level-Reading

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 81. Non- transferable.

Course Outcomes

Use a monolingual learner dictionary to determine pronunciation, word form, and word meaning.
Develop vocabulary knowledge through basic knowledge of stems/affixes, synonyms, word families.
Apply knowledge of grammar, punctuation, word parts and context clues to make informed guesses of target vocabulary of intermediate level reading passages.
Apply pre-reading strategies to activate schemata and predict content of intermediate texts.
Identify topic sentences and main ideas; discern major from minor details in intermediate-level texts.
Identify transition signals to determine patterns of organization in intermediate ESL textbooks.
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.
Identify the setting, main events, climax and resolution of intermediate fictional texts.
Compose a simple summary and critique of intermediate fictional texts.
Respond thoughtfully, verbally and in writing, to intermediate level texts by drawing connections between personal experiences and/or world knowledge to the assigned texts.

IELS 85 : Intensive English-Intermediate Level-Writing

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 82. Non- transferable.

Course Outcomes

Apply pre-writing techniques (such as free-writing, listing, clustering, outlining) to generate ideas.
Write about topics related to personal and academic interests with intermediate fluency and control.
Limit topics using logical subdivisions.
Write topic sentences with a specific topic and controlling idea.
Compose organized and developed paragraphs.
Utilize cohesive devices appropriately.
Compose a relevant title.
Utilize sentence variety (simple, compound, and complex) in paragraph writing.
Demonstrate control of basic sentence structure.
Demonstrate control over intermediate grammatical structures and vocabulary.
Utilize appropriate punctuation to indicate sentence boundaries.
Apply guided peer, self-revision and editing strategies to improve earlier drafts.
Understand concepts of intellectual property and academic honesty.
Recognize plagiarism and how to avoid it.
Use standard writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

IELS 86 : Intensive English-Intermediate Level-Listening

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 83. Non-transferable.

Course Outcomes

Express ideas fluently, accurately, and appropriately in spoken American English at an intermediate level.

Comprehend and respond appropriately to spoken American English at an intermediate ESL level.
Demonstrate intermediate knowledge and use of American cultural conventions in oral communications.

IELS 87 : Intensive English-High Intermediate Level-Read

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 84. Non- transferable.

Course Outcomes

Competently and independently use a monolingual learner dictionary.
Develop vocabulary knowledge through intermediate knowledge of stems/affixes, synonyms, word families.
Apply knowledge of grammar, punctuation, word parts and context clues to make informed guesses of target vocabulary of academic texts.
Apply pre- and during reading strategies to a variety of academic texts.
Identify and articulate main ideas, both stated and inferred, and important details in academic, journalistic, and literary prose at the high-intermediate level.
Annotate effectively for active reading and increased comprehension and retention.
Identify transition signals and cohesive devices to identify patterns of organization and important ideas.
Distinguish fact from opinion in level-appropriate texts.
Compose a summary of high-intermediate level text in which the main ideas and major details are accurately paraphrased.
Identify the setting, main events, climax, resolution and theme of high-intermediate level fictional texts.
Summarize and critique high-intermediate-level fictional texts using textual support.
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.

IELS 88 : Intensive English-High Intermediate Level-Writing

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 85. Non- transferable.

Course Outcomes

Apply pre-writing techniques (such as free-writing, listing, clustering, outlining), to generate ideas.
Write about a variety of topics, both concrete and abstract, with high-intermediate fluency and control.
Limit topics using logical subdivisions.
Develop a thesis statement that addresses a specific purpose and audience.
Compose organized and developed multi-paragraph essays.
Utilize a variety of cohesive devices effectively.
Utilize sentence variety (simple, compound, complex, compound-complex) in essay writing.
Demonstrate control of sentence structure types.
Demonstrate control over syntax.
Demonstrate control over intermediate grammatical structures and vocabulary.
Utilize complex grammatical structures.
Demonstrate a high-intermediate understanding of usage and mechanics.
Apply strategies of peer feedback, error analysis, revision, and editing of written work to strengthen earlier drafts.
Demonstrate ability to proofread and edit text.
Understand the principles and practices associated with academic integrity including research, borrowing strategies, and citation.
Use standard writing and formatting conventions (punctuation, capitalization, margins, indentation, and typing).

IELS 89 : Intensive English-High Intermediate Level-Listen

Credits 6

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.

Prerequisites

On-campus assessment in all skill areas or successful completion of IELS 86. Non- transferable.

Course Outcomes

Express ideas fluently, accurately, and appropriately in spoken American English at a level approaching that required in first-year college courses.

Comprehend and respond appropriately to spoken American English at a level approaching that required in first-year college courses.

Develop and demonstrate effective notetaking strategies of academic lectures at a level approaching that required in first-year college courses.

Demonstrate knowledge of and use American cultural conventions in oral communications at a level approaching that required in first-year college courses.

Klallam (KLA)

KLA 121 : Introduction to the Klallam Language
Credits 5

Quarter Offered Fall
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. (Elective)
Course Outcomes

- Pronounce words properly in Klallam.
- Demonstrate accurate hearing and understanding of Klallam useful phrases.
- Demonstrate an understanding of the beauty and complexity of the language.

KLA 122 : Klallam Language II
Credits 5

Quarter Offered Winter
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. (Elective)
Prerequisites
Completion of KLA 121
Course Outcomes

- Apply newly-learned Klallam grammatical constructions through a variety of written and oral assignments at the basic level.
- Demonstrate the ability to have basic conversations, asking and answering questions.
- Demonstrate an understanding of the beauty and complexity of the Coast Salishan languages.

KLA 123 : Klallam Language III
Credits 5

Quarter Offered Spring
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. (Humanities, Elective)
Prerequisites
Completion of KLA 122
Course Outcomes

- Apply new Klallam language vocabulary through a variety of written and oral assignments.
- Demonstrate novice level of proficiency in listening, reading, writing, and speaking in Klallam.
- Demonstrate an understanding of the grammar of the Klallam language.

KLA 221 : Klallam Language IV
Credits 5

Quarter Offered Fall
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. (Elective)
Prerequisites
Completion of KLA 123 or instructor permission
Course Outcomes

- Demonstrate intermediate level proficiency in listening, reading,speaking and writing in Klallam.
- Apply new Klallam vocabulary through a variety of written and oral assignments.

Apply appropriate grammatical structures.
Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

KLA 222 : Klallam Language V

Credits 5

Quarter Offered Winter
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. (Elective)
Prerequisites
Completion of KLA 221 or instructor permission
Course Outcomes

Demonstrate intermediate level proficiency in listening, reading,speaking and writing in Klallam.
Apply new Klallam vocabulary through a variety of written and oral assignments.
Apply appropriate grammatical structures.
Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

KLA 223 : Klallam Language VI

Credits 5

Quarter Offered Spring
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. (Humanities, Elective)
Prerequisites
Completion of KLA 222 or instructor permission
Course Outcomes

Demonstrate intermediate level proficiency in listening, reading, speaking and writing in Klallam.
Apply new Klallam vocabulary through a variety of written and oral assignments.
Apply appropriate grammatical structures.
Describe and discuss the sounds, grammar, and narrative style of the Klallam language.
Apply grammar, vocabulary, and style to continue the Klallam narrative tradition.

Licensed Trades Apprenticeship Preparation (LTAP)

LTAP 110 : Introduction to the Licensed Trades

Credits 2

This course will provide exposure to a variety of different trades and applications to the jobsite. The focus will be on the licensed trades of Pipefitters and Electricians but will include information for other trades of interest. Included in the class will be guest speakers from different trades who will inform students of what it takes to be successful in their respective trade. Students will be provided with physical requirements needed, application requirements, wages, benefits, job opportunities, and any other information pertinent to that specific trade.

Course Outcomes

Apply techniques for working safely in a shop and/or jobsite.
Explain how to meet the physical requirement needed to enter the licensed trade apprenticeships.
Describe the licensed trades apprenticeship programs available in Washington State.
Describe application requirements, wages, benefits, and job opportunities available in a variety of trade unions.
Describe processes to transfer between trades.
Identify and use common tools properly and handle materials safely for Pipe Fitters and Electrical trade unions.
Develop a student portfolio that includes application requirements.

LTAP 120 : Worksite Behavior, Readiness and Safety

Credits 3

This course will provide instruction in worksite behaviors and expectations: preparing for the workday, communications skills, teamwork skills, pro-active attitude, attendance expectations, integrity, resume writing, mock job interview, appropriate work attire, and what employers are really looking for when hiring. Safety training to include completion of OSHA 10, proper techniques in moving materials and going up and down ladders. Hands on skills testing will be completed as well as proper use and fit of personal protective equipment will be discussed.

Course Outcomes

Explain how to meet the physical requirement needed to enter the licensed trades apprenticeships.
Apply proper techniques for safe handling, and movement of materials and equipment.
Demonstrate proper and safe techniques going up and down ladders.
Describe the concepts of fall protection and apply safe practices in lab setting.
Complete OSHA 10 Training for Jobsite Hazard Recognition for the Trades.
Describe acceptable worksite behaviors and expectations.
Document jobsite activities to employer verbally and in writing by the use of industry standard work records.
Demonstrate the ability to work in teams and with others through classroom and lab activities.
Demonstrate punctuality and jobsite readiness through classroom and lab attendance and activities.
Write resume for a job in the licensed trades.
Demonstrate successful interview techniques.
Successfully complete hands-on testing specifically required for the pipe fitters and electrical trades.
Complete Diversity, Equity and Inclusion Training.

LTAP 130 : Trades Math

Credits 5

This course will provide students with a solid foundation in mathematical principles needed for a variety of vocational trades. Trades included, but not limited to, Pipefitters, Electricians, Laborers, Ironworkers, Carpenters and Cement Masons. Students will practice the application of the principles in the shop through a variety of apprenticeship preparation activities and tasks.

Course Outcomes

Add and subtract construction fractions
Calculate and use percentages
Convert between fractions and decimals
Use and explain various measuring techniques

Calculate volume from linear dimensions
Explain and apply the concepts of lineal footage, square footage and board footage
Explain and apply the concepts of rise, run and diagonal
Calculate material and cost
Measure accurately as prescribed by trade union guidelines
Apply the concepts of construction math, measuring and calculation of materials and cost by passing a comprehensive test that meets the trade union benchmark
Use measuring devices correctly so that accurate measurements are obtained

LTAP 140 : Plumbing Systems and Materials

Credits 10

This course will provide students with a solid foundation in plumbing systems and the materials used for each system. Topics include material identification, piping systems, proper lifting techniques and skills assessment testing.

Course Outcomes

Identify materials by type and usage.
Describe types and components of mechanical systems highlighting their differences.
Describe types of piping systems, differences with each system and materials used in each system.
Demonstrate proper lifting and setting of varying lengths of pipe in above head hangers.
Demonstrate successful completion of skills assessments:
- Tape measure
- Proper lifting and setting of lengths of pipe in above-head hangers
- Sorting fittings
- Climbing ladders
- Lifting and carrying pipe weighing over 50 lbs
- Measuring and cutting of materials with a focus on fundamentals

Makah (MAKAH)

MAKAH 121 : Introduction to the Makah Language
Credits 5

Quarter Offered Fall
Introduction to the Makah Language is a beginning course in Makah focusing on the Makah Alphabet, pronunciation and accent. Useful phrases, expressions and dialogues at a beginner present tense level will be used. Vocabulary with specific Makah cultural context in balance with modern life situations will make for applicable language use. This class may include students from multiple sections. (Elective)
Course Outcomes

Identify Makah letters and pronounce Makah sounds correctly.
Demonstrate understanding of target vocabulary and application of the present tense.
Categorize the language family and culture group to which Makah belongs.

MAKAH 122 : Makah Language II
Credits 5

Quarter Offered Winter
Builds from the Introduction to Makah Language (MAKAH 121) foundation where speech was patterned in the moment. MAKAH 122 incorporates the past tense including functional words to slightly increase speech using words like but not limited to and, or, but, this, that, with, also. Furthermore, the use of past tense scenarios from select Makah historic incidents and traditional story examples will be used to enable learners to apply past tense to share stories from their own lives in Makah. This class may include students from multiple sections. (Elective)
Prerequisites
Completion of MAKAH 121 or instructor permission
Course Outcomes

Identify spoken or written past and present tenses.
Make use of Makah audio and written materials from select history and story narratives to examine past tenses usage.
Construct past tense statements using a life experience to share.

MAKAH 123 : Makah Language III
Credits 5

Quarter Offered Spring
Builds grammatically to future tense constructions. Target vocabulary expands to include the five senses and lead words like auxiliary verbs, size, degrees, adjectives, question words, location and emotion. Common phrases to express opinion, thought and planning will be used to help speakers express themselves in the language. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
Completion of MAKAH 122 or instructor permission
Course Outcomes

Apply future tenses suffixes to create sentences about future events.
Compare charts to aid understanding, speaking, reading, or writing in Makah.
Increase descriptive and lead word vocabulary: auxiliary verbs, color, size, emotions, locations, question words.

MAKAH 221 : Makah Language IV
Credits 5

Quarter Offered Fall
MAKAH 221 builds on the foundation of the tenses used in the 100 level classes, but with the conjunctions for making explanations. Target vocabulary will include more places and transportation, with some examples associated with Makah stories. This class may include students from multiple sections. (Elective)
Prerequisites
MAKAH 123
Course Outcomes

Review Makah tenses and be able to identify the subordinate clause suffix or word in all tenses.

Apply subordinate clause suffix or word to show the reason something happens, is, or is done.
Construct dialogues in 1st and 2nd person interactive suffixes.
Demonstrate understanding of comments, phrases, and expressions in relation to place and transportation vocabulary.

MAKAH 222 : Makah Language V

Credits 5

Quarter Offered Winter

MAKAH 222 covers the use of conditional sentences, including a continuation of comments, phrases and expressions from MAKAH 221. An additional Makah story, including conditional sentences, will be included in this course. This class may include students from multiple sections. (Elective)

Prerequisites

MAKAH 221

Course Outcomes

Apply the conditional suffix to Makah present tense sentences.
Identify past and future constructions which include the conditional suffix and the word for the 'reason why' or 'because'.
Construct dialogues with interactive pronouns (We to you and You to us).
Demonstrate understanding of comments, phrases, and expressing various emotions.

MAKAH 223 : Makah Language VI

Credits 5

Quarter Offered Spring

MAKAH 223 focuses on the use of relative clauses. Students learn to use informational question words like who or where and use them as relative clauses. The course also focuses on the interactive pronoun suffixes. Traditional Makah stories will guide the curriculum. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites

MAKAH 222

Course Outcomes

Apply relative clause suffixes, basic future tense, using question words as statements to clarify and give pertinent information in sentences like who is doing what, or where something is taking place, etc.
Identify past or future tense sentences with the relative clause suffix attached.
Increase kitchen and cooking vocabulary using interactions between 3rd and 1st person dialogs by reading and practicing in small groups.
Demonstrate the reading of select sentences from the traditional story used in this course.

Management (BAS, Bachelor of Applied Science)

BAS 301 : Managerial Accounting
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
BAS Management Programs Admittance
Course Outcomes

Describe and apply managerial accounting concepts.
Discuss the purpose of internal control systems in business and develop internal control policies and procedures.
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.
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.
Analyze, evaluate, and synthesize accounting information to support business decisions.

BAS 315 : Management, Leadership, and Organizations
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections. (Formerly BAS 310)

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
BAS Management Programs Admittance
Course Outcomes

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.
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.
Practice effective communication to learn how to influence colleagues to improve the organization's structure, culture, and/or processes.
Differentiate a variety of organizations' cultures and structures and assess their impacts on customer and employee satisfaction.
Identify individual strengths and weaknesses in emotional intelligence as well as management, and leadership skills.

BAS 325 : Legal Environments in Management

Credits 5

Quarter Offered Winter

An introduction to the traditional and emerging legal principles and theory involved in Business Management, Human Resource Management, Information Technology Management, Entrepreneur/Marketing Management and Tribal Management. Course outcomes will be applied to the student's specialization area: Human Resources, Information Technology, Entrepreneur/Marketing and Tribal Management. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance

Course Outcomes

Define and describe Legal Principles in various managerial positions.
Demonstrate how to apply the legal principles to avoid or mitigate lawsuits.
Explain contractual relationships including the potential risk and liability when a contract is breached.
Apply legal principles regarding consumer relations, damages, remedies, indemnification, and hold harmless agreements when negotiating workable business and consumer contracts.
Demonstrate a knowledge of Equal Employment Opportunity Commission (EEOC), state safety and regulations that affect the workplace.

BAS 330 : Management Information Systems

Credits 5

Quarter Offered Winter

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 an organization. This course will focus on such topics as information technology (IT) infrastructure, Enterprise Applications, databases as decision support systems, and others. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Bachelor's Program Admittance

Course Outcomes

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.
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.
Assess the importance of computerized decision support systems.
Understand and apply information types to assess the data and convert it into information.
Assess the impact of information on the organization and communicate information via easily understood formats including reports and dashboards.

BAS 340 : Applied Financial Management

Credits 5

Quarter Offered Spring

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 may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance; BAS 301 or instructor permission

Course Outcomes

Define and apply the basic finance concepts, principles, terminology, and techniques.
Apply present value concepts to value a business and evaluate potential capital investments.
Describe working capital management policies.
Apply tools of financial analysis and planning.
Demonstrate competency in excel to create a budget of financial and cash forecasting.

BAS 358 : Marketing for Managers

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance

Course Outcomes

Discuss various concepts, theories, and principles of social media management.
Understand and apply Metcalf's Law.
Understand and apply current social media trends.
Research social media users, and design a social media for a site appropriate to users' needs.
Plan a social media marketing campaign.
Identify and access the effects of mobile social media.
Identify and apply change management techniques to the implementation of social media elements within an organization.

BAS 380 : Project Management

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance

Course Outcomes

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.

Practice interpersonal communication techniques to share ideas, exchanging information; and effectively influence a variety of stakeholders.
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.
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.

BAS 390 : Human Resources Management

Credits 5

Quarter Offered Fall

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). This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance

Course Outcomes

Understand the world of Human Resources.
Apply Human Resource principles to an organization.
Apply Human Resource policies to help an organization's strategy.

BAS 435 : Operations Management

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance; BAS 301, BAS 315 and MATH& 146 or instructor permission

Course Outcomes

Identify, analyze, and resolve cost related problems for producing goods and rendering services to increase an organization's market competitiveness.
Demonstrate interpersonal communication skills using negotiating techniques to build allian relationships and drive down costs.
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.
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.

BAS 465 : BAS Internship

Credits 1-5

Quarter Offered Fall, Winter, Spring, Summer

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 may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

This class has a $7.21 liability insurance course fee.

Prerequisites

BAS Management Programs Admittance

Course Outcomes

Apply skills that relate to management in the workplace.
Identify individual strengths and weaknesses related to management skills and behaviors.
Acquire new management-level skills and behaviors.
Demonstrate effective communication and interpersonal behaviors in the workplace.
Demonstrate initiative and time management in a workplace setting.

BAS 485 : Ethics for Managers

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance

Course Outcomes

Recognize and resolve potential and real ethical issues within an organization that may result in a tarnished brand and/or legal liabilities.
Practice effective communication to influence colleagues to prevent and/or resolve ethical issues.
Assess individual, personal ethical values using one or more of the theories of ethics to determine how to resolve ethical issues.
Identify the multiple ethical interests at stake in real-world situations and articulate what makes a particular course of action ethically defensible and why.

BAS 490 : Strategic Management & Policy

Credits 5

Quarter Offered Spring

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 may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

BAS Management Programs Admittance; BAS 358, BAS 340, and BAS 435

Course Outcomes

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.
Formulate a marketing plan to generate brand awareness and increase revenue.
Design a financial plan to maintain the organization's fiscal well-being.
Develop external strategies such as cost leadership, product differentiation, vertical integration, and strategic alliances to increase long-term competitiveness.

Marine Technology (MTEC)

Peninsula College will offer Marine Technology certificates through our new mobile training program coming to Clallam and Jefferson counties in 2026. Employers interested in Marine Technology workforce training can complete our Workforce Needs Survey and someone from Peninsula College will reach out to learn more.

MTEC 101 : Outboard Motor Repair and Maintenance
Credits 7

Learn how to maintain and install outboard motors, rig new boats, select propellers, and repair two-stroke and four-stroke engines. Class includes hands-on routine maintenance and how to troubleshoot, diagnose, prepare estimates for outboard engine repair. Basic trailer repair and maintenance included. This class may include students from multiple sections.
Course Outcomes

- Repair, maintain, repower, and install outboard engines
- Demonstrate outboard engine safety protocols
- Select and test appropriate propeller for a given vessel
- Apply basic electronics to the installation of an outboard engine
- Apply rigging skills to connect outboard engine to boat systems such as steering, throttle, shift, and communication systems
- Prepare cost estimates for outboard motor repair and installation
- Maintain and repair a boat trailer

MTEC 102 : Marine Electronics
Credits 8

Introduction to basic electrical theory and marine electronics, repair, safety, rigging, and corrosion prevention. Learn how to read and interpret wiring diagrams. Includes Ohm's law, cable installation, volt systems, and standards for wiring, battery installation and testing, inverters, AC and DC circuit installation and troubleshooting boat equipment and systems. This class may include students from multiple sections.
Course Outcomes

- Maintain, repair, test and install electrical controls and components involved with various main propulsion and power generation units and auxiliary systems
- Demonstrate the use of blueprints and schematics to layout wire ways, install cable trays and install hangers
- Select appropriate rigging systems for inboard and outboard engines
- Connect batteries, marine lighting, digital controls, power distribution and shore power systems
- Install marine network, navigation, and electronic control systems
- Develop a marine corrosion prevention plan

MTEC 103 : Marine Systems
Credits 8

Marine systems safety, maintenance and repair of shipboard mechanical systems. Includes propulsion and motor power principles, engines, propellers, steering systems, controls, instruments, and accessories. Students will learn hands-on routine maintenance and how to troubleshoot and service marine mechanical systems, plumbing, pumps, and rigging. Includes the proper methods of installation, safety, testing, trouble shooting, diagnostics and repair of marine mechanical equipment. This class may include students from multiple sections.
Course Outcomes

- Identify and install instruments, accessories, and control systems on a marine vessel
- Troubleshoot systems quickly and accurately and recommend appropriate course of action
- Test newly installed equipment for proper operations
- Upgrade existing systems and make adjustments to maximize performance
- Demonstrate use of proper safety protocols to recognize unsafe situations that may occur
- Identify proper safety precautions and determine appropriate protective equipment

MTEC 104 : Marine Finishing
Credits 6

Hands on class teaches students how to install interior components of an aluminum boat. Learn the causes of corrosion in the marine environment and methods of corrosion control and prevention. This class may include students from multiple sections.

Course Outcomes

Properly install interior components, apply coatings, and perform detailing to manufacture vessels to appropriate specifications
Demonstrate the use of carpentry tools to construct and install interior joinery and cabinetry
Apply vessel coatings such as interior/bottom paint, non-skid, clear coat, and vinyl
Properly install interior components such as seats/cushions, insulation, trim, paneling, flooring, and windows
Properly install vessel accessories and hardware
Apply appropriate marine coatings for corrosion prevention
Properly install insulation, wall panels, seating, and marine deck systems

MTEC 105 : Fiberglass and Composites

Credits 6

Prepare and use resin fiberglass panels and molds to produce and bond together marine components for vessel assembly. Class includes repair and finishing of resin surfaces. Prepare exterior surfaces of boats for priming and painting. This class may include students from multiple sections.

Course Outcomes

Measure and cut materials to the required dimensions using hand and/or power tools
Mix resin and catalyst in proper proportions and apply by hand or with spray tool
Clean, wax and prepare molds for use
Grind fiberglass and paint finished surfaces
Demonstrate the use of techniques such as hand sanding, sanding blocks, long boarding, orbital sanders and other techniques to prepare surfaces for priming and painting
Apply and work with putties, fiberglass, panels, and components to prepare for assembly

MTEC 106 : Marine Spill Response

Credits 4

Oil spill responders protect marine ecosystems by minimizing the environmental impact of an oil spill. This class provides an introduction to marine oil spill response, risk management, chemical safety in clean-up, decontamination, and scientific discoveries and innovations that minimize damage to marine and coastal environments. Students will discuss the impact of oil spills on marine life, coastal preservation, and other issues that affect the wellbeing of oceans and waterways. Course aligns with International Convention on Oil Pollution Preparedness, Response, and Cooperation conventions for first-line marine spill responders. This class may include students from multiple sections.

Course Outcomes

Apply a basic working knowledge of equipment used in marine oil spill response
Demonstrate appropriate response to various types of oil spill cleanup activities
Select appropriate containment boom to collect oil
Deploy, retrieve, and process boom and sorbent materials
Set up temporary storage capacity for recovered product
Demonstrate how to use remote sensing tools for tracking and identification of recoverable oil
Complete and submit appropriate paperwork and reports
Compare and contrast open ocean, shoreline, inland, and non-floating oil spill scenarios and responses
Describe the impact of oil spills on oceans, waterways, and coastal preservation
Work effectively in team environment and provide support and assistance

MTEC 107 : Boat Safety

Credits 1

Basic boating navigation, safety, emergency response, and legal requirements of boating in Washington State. Class includes overview of American Boat and Yacht Council (ABYC) standards and preparation for the Washington State boater's card. This class may include students from multiple sections.

Course Outcomes

Identify types of boats and common parts of a boat

Describe navigation rules and traffic laws of waterways
Discuss Washington's legal requirements of boating and safety
List boating safety standards and emergency response procedures

MTEC 291 : Marine Technology Internship

Credits 1-5

This class will provide opportunities for students to participate in internships with local employers. This class may include students from multiple sections.

Course Outcomes

Apply skills, concepts, and procedures used in the field and workplace setting
Identify individual strengths and weaknesses related to workplace skills and behaviors
Demonstrate effective communication and interpersonal behaviors in the workplace
Demonstrate initiative and time management in a workplace setting

Math - Applied (AMATH)

AMATH 121 : Applied Math for Professional & Tech Programs I

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

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. This class may include students from multiple sections.

Prerequisites

MATH 63 or acceptable placement test score

Course Outcomes

Simplify numerical expressions.
Convert and compute measurements.
Simplify algebraic expressions.
Solve equations and formulas.
Solve and graph linear functions.
Analyze and interpret statistical data.
Apply elementary geometric concepts.
Apply elementary right triangle trigonometry concepts.

Mathematics (MATH/MATH&)

MATH& 107 : Math in Society

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
A study of a variety of mathematical topics for non-science majors. The topics covered may differ between sections, but may include problem solving strategies, logic, set theory, number theory, mathematics of finance, probability and statistics, or geometry. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
P in MATH 90 or appropriate placement
Course Outcomes

[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.
[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.
[MDM] Mathematical Decision-Making: Students will apply mathematical processes and solutions in making personal and societal choices.
[MC] Mathematical Communication: Student will use appropriate representations to effectively communicate, orally and in writing, quantitative results and mathematical processes.
[MS] Mathematical Symbols, Techniques & Computation: Students will demonstrate proficiency in the skills supporting mathematical understanding.

MATH& 141 : Precalculus I

Credits 5

Quarter Offered Fall, Winter
Analysis of linear, piecewise, quadratic, polynomial, rational, inverse, exponential, and logarithmic functions; their applications; and their graphs. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
P in MATH 98 or MATH& 148 with a 2.0 or higher, or appropriate placement
Course Outcomes
Students who successfully complete this class should be able to:

Demonstrate the use of function notation and terminology.
Perform function arithmetic and composition.
Analyze the graphical behavior of functions, including transformations.
Find real and complex zeros of polynomials.
Evaluate, graph, and identify important properties of linear, piecewise, quadratic, polynomial, rational, inverse, exponential, and logarithmic functions.
Solve equations, inequalities and application problems related to the functions stated above.

MATH& 142 : Precalculus II

Credits 5

Quarter Offered Winter, Spring
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. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
MATH& 141 with a 2.0 or higher, or appropriate placement
Course Outcomes
Students who successfully complete this class should be able to:

Evaluate, analyze and graph trigonometric and inverse trigonometric functions.

Apply the triangular and circular definitions of the trigonometric functions.
Verify and apply trigonometric identities.
Solve trigonometric equations.
Analyze and graph conic sections, parametric equations, and polar equations.
Graph and perform basic operations with vectors.
Solve application problems.

MATH& 146 : Introduction to Stats

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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 may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
P in MATH 90 or appropriate placement
Course Outcomes
Communicate statistical ideas with appropriate notation and terminology.
Describe, interpret and analyze data for one and two variables using verbal, numerical, and graphical representations.
Examine populations by analyzing probability and randomness in data.
Apply and interpret a variety of inferential statistical techniques.
Determine, analyze, and apply correlation and linear regression models.
Analyze and assess statistical arguments like those found in the popular press as well as in scholarly publications.
Use technology appropriately and efficiently.

MATH& 148 : Business Calculus

Credits 5

Quarter Offered Winter
Limits, rates of change, graphing, differentiating, optimizing, polynomials, integration, logarithmic and exponential functions, implicit differentiation, business applications. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
MATH& 141 or MATH 111 with a 2.0 or higher, or appropriate placement
Course Outcomes
Evaluate the limit of a function, including the limit as x approaches infinity and one-sided limits, using graphical, numerical and algebraic methods.
Compute and interpret the average rate of change and the instantaneous rate of change of a function.
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.
Use differentiation to solve business application problems.
Find extrema and solve optimization problems.
Find inflection points (points of diminishing returns).
Compute antiderivatives.
Use the Fundamental Theorem of Calculus to compute definite integrals.
Use integration to solve business application problems.

MATH& 151 : Calculus I

Credits 5

Quarter Offered Fall, Spring
Limits and continuity; techniques and applications of derivatives of algebraic and transcendental functions; an introduction to antiderivatives. This class may include students from multiple sections. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
MATH& 142 with a 2.0 or higher, or appropriate placement

Course Outcomes
Students who successfully complete this class should be able to:

Calculate limits of functions using graphs, numerical data, and algebraic methods; and use limits to determine continuity.
State the definition of a derivative and use it to find the derivative of functions.
Use the general differentiation rules to calculate derivatives of algebraic functions, transcendental functions, and combinations of those functions.
Apply derivatives to solve application problems and determine the behavior of functions.

MATH& 152 : Calculus II
Credits 5

Quarter Offered Winter
Integration involving algebraic and transcendental functions. Applications of integration, including an introduction to differential equations. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
MATH& 151 with a 2.0 or higher, or appropriate placement
Course Outcomes
Students who successfully complete this class should be able to:

State the Fundamental Theorem of Calculus and apply it to solve definite integrals.
Use various integration techniques to calculate definite, indefinite, and improper integrals.
Calculate areas between curves, volumes, arc lengths, and areas of a surface of revolution.
Use integration to solve separable differential equations.

MATH& 163 : Calculus III
Credits 5

Quarter Offered Spring
Sequences and series, vector algebra and vector functions, functions of several variables, and partial derivatives. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
2.0 or higher in MATH& 152 or equivalent
Course Outcomes
Students who successfully complete this class should be able to:

Apply basic convergence tests for series.
Represent functions as a power, Maclaurin, or Taylor series.
Apply calculus techniques to parametric equations.
Find areas and arc lengths in polar coordinates.
Perform vector operations, including dot and cross products.
Find equations of lines and planes in three-space.
Find derivatives, integrals, velocity, acceleration, arc length, and curvature of vector functions.
Calculate partial derivatives and apply to find tangent planes, linear approximations, extrema, and saddle points.
Calculate double integrals over rectangular and general regions, both in rectangular and polar coordinates.

MATH 63 : Introduction to Algebra
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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 may include students from multiple sections.
Course Outcomes
Recognize the difference between a variable and a constant.

Add, subtract, multiply, and divide integers.
Follow the order of operations.
Evaluate algebraic expressions given values for the variables.
Translate English statements into algebraic statements.
Add, subtract, multiply, divide, and simplify fractions.
Add, subtract, multiply, and divide decimal numbers.
Solve linear equations.
Use the rules of exponents.
Solve problems involving percent.
Solve proportions.
Apply and extend concepts to various problems.

MATH 90 : Essentials of Intermediate Algebra

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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 may include students from multiple sections.

Prerequisites
P in MATH 63 or appropriate placement

Course Outcomes
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.
Graph lines.
Construct equations of lines.

MATH 98 : Intermediate Algebra for Calculus

Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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.

Prerequisites
P in MATH 90 or appropriate placement

Course Outcomes
Apply mathematical operations to simplify a variety of mathematical expressions including polynomial, rational, radical, exponential, and logarithmic expressions.
Apply mathematical operations to solve a variety of mathematical equations including absolute value, quadratic, rational, radical, exponential and logarithmic equations.

MATH 106 : Math for Elementary Teachers I

Credits 5

Quarter Offered Winter (even year)
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-DTA degree. This class may include students from multiple sections. (Elective)

Course Outcomes
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.
Analyze, understand, and apply the four fundamental operations of arithmetic.

Analyze, understand, and apply number theory, including divisibility and factorization.
Analyze, understand, and extend the number system to include fractions and rational numbers, decimals, exponents, and real numbers.

MATH 108 : Math for Elementary Teachers II

Credits 5

Quarter Offered Spring (even year)
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-DTA degree, provided that Math for Elementary Teachers I has also been completed satisfactorily. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
MATH 106 and P in MATH 90 or appropriate placement
Course Outcomes

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.
Analyze, understand, and solve problems involving proportional reasoning and uncertainty and probability.
Analyze, understand, and solve problems involving three facets of geometry: shapes, transformations of shapes, and measurement.

MATH 111 : Finite Mathematics

Credits 5

Quarter Offered Fall
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. (Quantitative Skills, Natural Sciences, Elective)
Prerequisites
P in MATH 90 or appropriate placement
Course Outcomes

Use function notation and terminology.
Evaluate, interpret, and perform basic function operations on linear, quadratic, rational, exponential, and logarithmic functions.
Solve linear, quadratic, rational, exponential, and logarithmic equations using symbolic and graphical techniques.
Determine, solve, and interpret financial calculations related to compound interest, annuities, and loans.
Solve systems of linear equations in two variables.
Construct and interpret matrices; solve systems of equations using matrices; and perform basic matrix operations.
Solve linear programming problems graphically.

MATH 210 : Linear Algebra

Credits 5

Quarter Offered Spring (even year)
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. This class may include students from multiple sections. (Quantitative Skills, Elective)
Prerequisites
MATH& 152 with a 2.0 or higher
Course Outcomes

Discuss mathematics verbally, algebraically, numerically, and graphically in a group setting.
Write detailed solutions using appropriate mathematical language.
Apply appropriate mathematical concepts to various problems.
How do we achieve these goals?
For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.

For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/exams, computer algebra systems, etc.
We approach #3 in two stages:
Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.
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.

MATH 224 : Intermediate Analysis

Credits 3

Quarter Offered Occasionally
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. This class may include students from multiple sections. (Quantitative Skills, Elective)
Prerequisites
MATH& 163 with a 2.0 or higher
Course Outcomes

Discuss a fourth course in calculus concepts verbally, algebraically, numerically, and graphically in a group setting.
Write detailed solutions using appropriate mathematical language.
Apply appropriate mathematical concepts to various problems.
How do we achieve these goals?
For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.
For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/exams, computer algebra systems, etc.
We approach #3 in two stages:
Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.
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.

MATH 238 : Differential Equations

Credits 5

Quarter Offered Spring (odd year)
Introduction to applied problem solving with first and second order ordinary differential equations using analytical, numerical and graphic methods. This class may include students from multiple sections. (Quantitative Skills, Elective)
Prerequisites
MATH& 152 with a 2.0 or higher
Course Outcomes

Discuss mathematics verbally, algebraically, numerically, and graphically in a group setting.
Write detailed solutions using appropriate mathematical language.
Apply appropriate mathematical concepts to various problems.
How do we achieve these goals?
For #1, small discussion groups provide students with regular opportunities to discuss and present mathematics both formally and informally.
For #2, students will be provided with regular opportunities to write detailed solutions on discussion sheets, homework, assessments/exams, computer algebra systems, etc.
We approach #3 in two stages:
Fundamentals: These are the building blocks of more complex concepts. We discuss and practice these in class.

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.

Medical Assistant – Registered to Medical Assistant – Certified Pathway Program

MED 198 : MA-R to MA-C Pathway
Credits 6

Quarter Offered Fall, Winter, Spring, Summer
This course is designed for people working as a Medical Assistant - Registered that would like to meet the requirements for the Medical Assistant - Certified credential from the Washington State Department of Health. Students will have online coursework to complete via the Canvas learning management system as well as at least three in person skills challenge days. This class may include students from multiple sections.

This class has a $75 laboratory/clinical supplies course fee.
Prerequisites
Active First Aid/BLS certification through the American Heart Association, active DOH-issued MA-R credentials, completion of at least 720 hours of work as an MA-R, and current employment with a partner healthcare organization.
Course Outcomes

- Demonstrate proficiency with basic medical testing procedures.
- Follow laws and regulations relevant to the healthcare professions.
- Use medical terminology correctly.
- Perform electrocardiography.
- Administer parenteral medications, including injections.
- Perform venipuncture and capillary puncture.

Medical Assisting (MED)

MED 101 : Introduction to Clinical Medical Assisting
Credits 5

Quarter Offered Fall
This course is an introduction to the medical assisting profession. 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. This class may include students from multiple sections.

This class has a $75 medical assisting course fee.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.11. Identify quality assurance practices in healthcare
I.P.1. Accurately measure and record:

a. blood pressure

b. temperature

c. pulse

d. respirations

e. height

f. weight (adult)

i. oxygen saturation
I.P.8. Instruct and prepare a patient for a procedure or treatment
I.P.9. Assist provider with patient exam

III. Infection Control

III.C.5. Identify the principles of standard precautions
III.C.6. Identify personal protective equipment (PPE)
III.C.7. Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in health care settings
III.P.2. Select appropriate barrier/personal protective equipment (PPE)
III.P.3. Perform handwashing
III.P.10. Demonstrate proper disposal of biohazardous material:

a. sharps

b. regulated wastes

Applied Communications

V. Concepts of Effective Communication

V.C.1. Identify types of verbal and nonverbal communication
V.C.2. Identify communication barriers
V.C.3. Identify techniques for overcoming communication barriers
V.C.4. Identify the steps in the sender-receiver process
V.C.5. Identify challenges in communication with different age groups
V.C.9. Identify the principles of self-boundaries
V.C.10. Identify the role of the medical assistant as a patient navigator
V.C.11. Identify coping mechanisms
V.C.12. Identify subjective and objective information
V.C.13. Identify the basic concepts of the following theories:

a. Maslow

b. Erikson

c. Kubler-Ross
V.C.14. Identify issues associated with diversity as it relates to patient care
V.C.15. Identify the medical assistant's role in telehealth

Medical Law and Ethics

X. Legal Implications

X.P.1. Locate a state's legal scope of practice for medical assistants
A.6. Recognize personal boundaries

MED 102 : Medical Terminology for Medical Assistants
Credits 5

Quarter Offered Fall
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. This class may include students from multiple sections.
Prerequisites
Medical Assisting, Medical Office Assisting or Phlebotomy Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment: Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.1. Identify structural organization of the human body
I.C.2. Identify body systems
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary
I.C.3. Identify:

a. body planes

b. directional terms

c. quadrants

d. body cavities

I.C.4. Identify major organs in each body system
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary
I.C.5. Identify the anatomical location of major organs in each body system
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary
I.C.6. Identify the structure and function of the human body across the life span
I.C.7. Identify the normal function of each body system
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary

Applied Communications

V. Concepts of Effective Communication

V.C.8. Identify the following related to body systems:
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary

a. Medical terms

b. Abbreviations
V.P.2. Correctly use and pronounce medical terminology in health care interactions
A.1. Demonstrate critical thinking skills

MED 105 : HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants
Credits 1

Quarter Offered Fall, Summer
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 Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Describe the etiology and epidemiology of HIV/AIDS, associated opportunistic infections, and side effects related to treatments for the virus/syndrome
Articulate standard precautions, universal precautions and post-exposure prophylaxis for healthcare workers exposed to bloodborne pathogen
Discuss confidentiality, incident reporting, and other legal and ethical issues related to bloodborne pathogen exposure
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
III.P.1. Participate in bloodborne pathogen training

MED 110 : Anatomy & Pathophysiology for Medical Assistants I
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a $75 medical assisting course fee.
Prerequisites
Medical Assisting Program Admittance

Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.8. Identify common pathology related to each body system including:
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary

a. signs

b. symptoms

c. etiology

d. diagnostic measures

e. treatment modalities

I.C.9. Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common diseases

III. Infection Control

III.C.1. Identify major types of infectious agents
III.C.2. Identify the infection cycle including:

a. the infectious agent

b. reservoir

c. susceptible host

d. means of transmission

e. portals of entry

f. portals of exit

III.C.4. Identify methods of controlling the growth of microorganisms

MED 115 : Anatomy & Pathophysiology for Medical Assistants II
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a $75 medical assisting course fee.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.8. Identify common pathology related to each body system including:
Body systems must include, but are not limited to, the following: circulatory, digestive, endocrine, integumentary, lymphatic, muscular, nervous, sensory, reproductive, respiratory, skeletal, and urinary

a. signs

b. symptoms

c. etiology

d. diagnostic measures

e. treatment modalities

I.P.10. Perform a quality control measure

I.P.11. Collect specimens and perform:

a. CLIA waived hematology test

b. CLIA waived chemistry test

c. CLIA waived urinalysis

d. CLIA waived immunology test

e. CLIA waived microbiology test

II. Applied Mathematics

II.P.2. Record laboratory test results into the patient's record

IV. Nutrition

IV.C.1. Identify dietary nutrients including:

a. carbohydrates

b. fat

c. protein

d. minerals

e. electrolytes

f. vitamins

g. fiber

h. water

IV.C.2. Identify the function of dietary supplements

IV.C.3. Identify the special dietary needs for:

a. weight control

b. diabetes

c. cardiovascular disease

d. hypertension

e. cancer

f. lactose sensitivity

g. gluten-free

h. food allergies

i. eating disorders
IV.C.4. Identify the components of a food label
IV.P.1 Instruct a patient regarding a dietary change related to a patient's special dietary needs
A.2. Reassure patients
A.3. Demonstrate empathy for patients' concerns

MED 135 : Medical Office Procedures
Credits 4

Quarter Offered Winter
This course is designed to provide instruction in general office administration duties. Topics to be covered include telecommunications, scheduling, filing, interpersonal communications, and professional correspondence. There will be review and discussion of 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 health record (EHR) system. This class may include students from multiple sections.
Prerequisites
Medical Assisting or Medical Office Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Applied Communications

V. Concepts of Effective Communication

V.C.6. Identify techniques for coaching a patient related to specific needs
V.C.7. Identify different types of electronic technology used in professional communication
V.P.1. Respond to nonverbal communication
V.P.3. Coach patients regarding:

a. office policies

b. medical encounters
V.P.4. Demonstrate professional telephone techniques
V.P.5. Document telephone messages accurately
V.P.6. Using technology, compose clear and correct correspondence
V.P.7. Use a list of community resources to facilitate referrals
V.P.8. Participate in a telehealth interaction with a patient

Medical Business Practices

VI. Administrative Functions

VI.C.1 Identify different types of appointment scheduling methods
VI.C.2. Identify critical information required for scheduling patient procedures
VI.C.3. Recognize the purpose for routine maintenance of equipment
VI.C.4. Identify steps involved in completing an inventory
VI.C.5. Identify the importance of data backup

VI.C.6. Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management System
VI.P.1. Manage appointment schedule using established priorities
VI.P.2. Schedule a patient procedure
VI.P.3. Input patient data using an electronic system
VI.P.4. Perform an inventory of supplies
A.4. Demonstrate active listening

MED 140 : Medical, Ethical, Legal Communication
Credits 4

Quarter Offered Spring
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. This class may include students from multiple sections.
Prerequisites
Medical Assisting or Medical Office Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Medical Law and Ethics

X. Legal Implications

X.C.1. Identify scope of practice and standards of care for medical assistants
X.C.2. Identify the provider role in terms of standard of care
X.C.3. Identify components of the Health Insurance Portability & Accountability Act (HIPAA)
X.C.4. Identify the standards outlined in The Patient Care Partnership
X.C.5. Identify licensure and certification as they apply to healthcare providers
X.C.6. Identify criminal and civil law as they apply to the practicing medical assistant
X.C.7. Define:

a. negligence

b. malpractice

c. statute of limitations

d. Good Samaritan Act(s)

e. Uniform Anatomical Gift Act

f. living will/advanced directives

g. medical durable power of attorney

h. Patient Self Determination Act (PSDA)

i. risk management
X.C.8. Identify the purpose of medical malpractice insurance
X.C.9. Identify legal and illegal applicant interview questions
X.C.10. Identify:

a. Health Information Technology for Economic and Clinical Health (HITECH) Act

b. Genetic Information Nondiscrimination Act of 2008 (GINA)

c. Americans with Disabilities Act Amendments Act (ADAAA)
X.C.11. Identify the process in compliance reporting:

a. unsafe activities

b. errors in patient care

c. conflicts of interest

d. incident reports
X.C.12. Identify compliance with public health statutes:

a. communicable diseases

b. abuse, neglect, and exploitation

c. wounds of violence
X.C.13. Define the following medical legal terms:

a. informed consent

b. implied consent

c. expressed consent

d. patient incompetence

e. emancipated minor

f. mature minor

g. subpoena duces tecum

h. respondeat superior

i. res ipsa loquitur

j. locum tenens

k. defendant-plaintiff

l. deposition

m. arbitration-mediation
X.P.2. Apply HIPAA rules in regard to:

a. privacy

b. release of information
X.P.3. Document patient care accurately in the medical record
X.P.4. Complete compliance reporting based on public health statutes
X.P.5. Report an illegal activity following the protocol established by the healthcare setting
X.P.6. Complete an incident report related to an error in patient care

XI. Ethical Considerations

XI.C.1. Define:

a. ethics

b. morals
XI.C.2. Identify personal and professional ethics
XI.C.3. Identify potential effects of personal morals on professional performance
XI.C.4. Identify professional behaviors of a medical assistant

XI.P.1 Demonstrate professional response(s) to ethical issues

MED 150 : Medical Billing and Coding I
Credits 5

Quarter Offered Fall
This course gives 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, HCPCS, and CPT coding. This class may include students from multiple sections.
Prerequisites
Medical Assisting or Medical Office Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Medical Business Practices

VII. Basic Practice Finances

VII.C.1. Define the following bookkeeping terms:

a. charges

b. payments

c. accounts receivable

d. accounts payable

e. adjustments

f. end of day reconciliation
VII.C.2. Identify precautions for accepting the following types of payments:

a. cash

b. check

c. credit card

d. debit card
VII.C.3. Identify types of adjustments made to patient accounts, including:

a. non-sufficient funds (NSF) check

b. collection agency transaction

c. credit balance

d. third party
VII.C.4. Identify patient financial obligations for services rendered

VII.P.1. Perform accounts receivable procedures to patient accounts including posting:

a. charges

b. payments

c. adjustments
VII.P.2. Input accurate patient billing information in an electronic system
VII.P.3. Inform a patient of financial obligations for services rendered

VIII. Third Party Reimbursement

VIII.C.1. Identify:

a. types of third party plans

b. the steps for filing a third-party claim
VIII.C.2. Identify managed care requirements for patient referral
VIII.C.3. Identify processes for:

a. verification of eligibility for services

b. precertification/preauthorization

c. tracking unpaid claims

d. claim denials and appeals
VIII.C.4. Identify fraud and abuse as they relate to third-party reimbursement
VIII.C.5. Define the following:

a. Bundling and unbundling of codes

b. Advanced beneficiary notice (ABN)

c. Allowed amount

d. Deductible

e. Co-insurance

f. Co-pay
VIII.C.6. Identify the purpose and components of the Explanation of Benefits (EOB) and Remittance Advice (RA) Statements

MED 151 : Medical Billing and Coding II
Credits 5

Quarter Offered Winter
This course gives medical assisting students advanced training in procedural and diagnostic coding and medical billing practices. Topics covered include ICD, HCPCS, and CPT coding and hospital and outpatient billing and coding procedures. This class may include students from multiple sections.
Prerequisites
Medical Assisting or Medical Office Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Medical Business Practices

VIII. Third Party Reimbursement

VIII.P.1. Interpret information on an insurance card
VIII.P.2. Verify eligibility for services
VIII.P.3. Obtain precertification or preauthorization with documentation
VIII.P.4. Complete an insurance claim form
VIII.P.5. Assist a patient in understanding an Explanation of Benefits (EOB)

IX. Procedural and Diagnostic Coding

IX.C.1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II)
IX.C.2. Identify the effects of:

a. upcoding

b. downcoding
IX.C.3. Define medical necessity
IX.P.1. Perform procedural coding
IX.P.2. Perform diagnostic coding
IX.P.3. Utilize medical necessity guidelines
A.7. Demonstrate tactfulness

MED 155 : Medical Office Assistant Extern and Capstone
Credits 6

Quarter Offered Spring
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. This class may include students from multiple sections.
Prerequisites
Medical Office Assisting Program Admittance; eligibility for ENGL& 101 and MATH 90; MED 135 with a 2.0 or higher
Course Outcomes
Apply for a minimum of two real-world jobs.
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.
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.
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.

MED 160 : Clinical Lab Seminar for Medical Assistants I
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a $75 medical assisting course fee.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.12. Identify basic principles of first aid
I.P.1. Accurately measure and record:

f. weight (infant)

g. length (infant)

h. head circumference (infant)
I.P.2. Perform the following procedures:

a. electrocardiography

d. pulmonary function testing
I.P.3. Perform patient screening following established protocols
I.P.11. Collect specimens and perform:

d. CLIA waived immunology test
I.P.13. Perform first aid procedures for:

a. bleeding

b. diabetic coma or insulin shock

c. stroke

d. seizures

e. environmental emergency

f. syncope

II. Applied Mathematics

II.P.3. Document on a growth chart

III. Infection Control

III.P.4. Prepare items for autoclaving
III.P.5. Perform sterilization procedures

Applied Communications

V. Concepts of Effective Communications

V.C.6. Identify techniques for coaching a patient related to specific needs

Safety and Emergency Practices

XII. Protective Practices

XII.C.1. Identify workplace safeguards
XII.C.5. Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting
XII.C.6. Identify processes for disposal of:

a. Biohazardous waste

b. chemicals
XII.P.1. Comply with safety practices
XII.P.2. Demonstrate proper use of:

a. eyewash equipment

b. fire extinguishers
A.5. Respect diversity
A.8. Demonstrate self-awareness

MED 161 : Clinical Lab Seminar for Medical Assistants II
Credits 5

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a $75 medical assisting course fee.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.13. Identify appropriate vaccinations based on an immunization schedule
I.P.2. Perform the following procedures:

b. venipuncture

c. capillary puncture
I.P.4. Verify the rules of medication administration:

a. right patient

b. right medication

c. right dose

d. right route

e. right time

f. right documentation
I.P.5. Select proper sites for administering parenteral medication
I.P.6. Administer oral medications
I.P.7. Administer parenteral (excluding IV) medications

III. Infection Control

III.C.3. Identify the following as practiced within an ambulatory care setting:

a. medical asepsis

b. surgical asepsis
III.P.6. Prepare a sterile field
III.P.7. Perform within a sterile field
III.P.8. Perform wound care
III.P.9. Perform dressing change

Safety and Emergency Practices

XII. Protective Practices

XII.C.2. Identify safety techniques that can be used in responding to accidental exposure to:

a. blood

b. other body fluids

c. needle sticks

d. chemicals
XII.C.3. Identify fire safety issues in an ambulatory healthcare environment
XII.C.4. Identify emergency practices for evacuation of a healthcare setting
XII.C.7. Identify principles of:

a. body mechanics

b. ergonomics
XII.C.8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency
XII.C.9. Identify physical and emotional manifestations on persons involved in an emergency
XII.P.3. Use proper body mechanics
XII.P.4. Evaluate an environment to identify unsafe conditions

MED 165 : Clinical Practicum for Medical Assistants
Credits 6

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a $15.75 liability insurance course fee.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
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 supplies 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, workplace safety, and risk management
Demonstrate knowledge and competency in electronic medical billing of multiple insurances
Follow laws and regulations regarding patient privacy and confidentiality
Demonstrate knowledge of ICD-10-CM coding for medical billing
Integrate cognitive domain objectives and psychomotor and affective domain competencies into daily practice

MED 170 : Principles of Pharmacology for Medical Assistants
Credits 5

Quarter Offered Summer
This course offers instruction in the principles of pharmacology. 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 educational electronic health record. Students will learn techniques to help them explain medication treatment plans to patients to ensure patient understanding and compliance. This class may include students from multiple sections.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.C.10. Identify the classifications of medications including:

a. indications for use

b. desired effects

c. side effects

d. adverse reactions

II. Applied Mathematics

II.C.1. Define basic units of measurement:

a. the metric system

b. the household system
II.C.2. Identify abbreviations used in calculating medication dosages
II.C.3. Identify normal and abnormal results as reported in:

a. graphs

b. tables
II.P.1. Calculate proper dosages of medication for administration
II.P.4. Apply mathematical computations to solve equations
II.P.5. Convert among measurement systems

MED 200 : Medical Assisting Capstone
Credits 3

Quarter Offered Fall
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. This class may include students from multiple sections.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Foundations for Clinical Practice

I. Anatomy, Physiology, and Pharmacology

I.P.12.
Provide up-to-date documentation of provider/professional level CPR

Medical Law and Ethics

X. Legal Implications

X.C.9.
Identify legal and illegal applicant interview questions
Develop professional portfolio
Draft resume
Draft cover letter(s)
Participate in mock interview(s)
Develop reference lists and letters of reference
Apply for two positions
Participate in practice testing to prepare for national credentialing exam(s)
Apply for MA-C credential

MED 201 : Introduction to Patient Advocacy
Credits 5

Quarter Offered Fall
This course is designed to offer insights into patient advocacy and navigation, and the patient healthcare facilitation process. 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. This class may include students from multiple sections.
Prerequisites
Medical Assisting Program Admittance
Course Outcomes
Competencies/Objectives/Outcomes/Methods of Assessment/Assignment:

Applied Communications

V. Concepts of Effective Communication

V.C.10. Identify the role of the medical assistant as a patient navigator
V.C.13. Identify the basic concepts of the following theories:
a. Maslow
b. Erikson
c. Kubler-Ross
V.C.14. Identify issues associated with diversity as it relates to patient care
A.5. Respect diversity

A.8. Demonstrate self-awareness

Multimedia Communications (MEDIA)

At this time, our Multimedia Communications program will no longer be accepting new students.

MEDIA 110 : Introduction to Multimedia Graphic
Credits 5

Quarter Offered Fall, Spring
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 may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Apply skills to create and understand the fundamentals of graphic design by translating design elements into new graphic design solutions.
Practice the creative process by creating numerous ideas on a particular topic.
Use traditional and digital tools to render letter forms, illustrations, and graphic designs.
Operate with specific graphic design requirements while using a combination of typography and imagery.
Create a hierarchy of information within a given space.

MEDIA 111 : Introduction to Multimedia Web
Credits 5

Quarter Offered Fall
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. Good computer file management and typing skills is recommended. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Define common multimedia terms and learn to differentiate between multimedia, web, and graphic file formats.
Use Dreamweaver to create a web page with internal and external hyperlinks, graphics, animation, and other multimedia content.
Publish websites to the internet using Wordpress and file transfer protocol.
Edit and enhance photographs with Photoshop and optimize photographs for web display.
Build a country showcase website to demonstrate awareness of unique cultures, examine multicultural perspectives, and their intercultural impact on our global society.

MEDIA 115 : Introduction to Digital Video
Credits 5

Quarter Offered Winter
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 may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Demonstrate an understanding of the digital video production workflow, storyboarding, video shooting techniques, and terminology.
Transform clips into a coherent video sequence with video editing software to adjust color, modify audio, and insert special effects, titles and transitions.
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.
Discuss and apply copyright and fair use of digital videos and music for public display.
Compress and stream video for delivery on the internet and create an e-portfolio to showcase course projects.

MEDIA 116 : Video and Live Projection
Credits 5

Quarter Offered Winter
Learn practical and aesthetic concepts of filming and syncing audio, video, and light for projections at live theater and events. Students will use video cameras and projection technologies for screens and projection mapping. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes
Set up video equipment and film a live performance.
Sync audio, video, and light during a live performance.
Operate a video camera and video switcher.
Set up projection equipment for events and theater usage.
Cue sequences and simultaneously trigger multiple cues while filming a live performance.

MEDIA 145 : Directing & Production
Credits 5

Quarter Offered Spring
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 may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes
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.
Demonstrate an understanding preproduction process, including idea development, proposal writing, researching, script writing, preparing budgets, planning of interviews and shoots, and media copyright clearance.
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.
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.
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.

MEDIA 155 : E-Book Design and Publishing
Credits 5

Quarter Offered Spring

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. Good computer and typing skills is recommended. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Learn and implement mastery of eBook formatting by apply design decisions for multiple devices and audiences.
Learn and understand publishing on major digital distribution platforms by comparing eBook formats and upload procedures for multiple e-book retailors.
Differentiate between traditional and eMedia publishing models and workflows.
Utilize various digital media publishing formats, such as EPUB, PDF, and XML.
Master an understanding of eBook sales, marketing and promotion.

MEDIA 170 : Introduction to Graphic Design

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Demonstrate and apply an understanding of graphic design principles used in visual communication projects.
Have a basic understanding of typography and how it is best used in design.
Be able to discuss and articulate reasons for composition, content, and themes of various design works and participate in critiques of design work.
Develop an individual or personal style in ideas and image making.
Use a variety of techniques and methods in creating publications to plan and design both simple and complex publications for print and web delivery.

MEDIA 175 : Principles of Digital Photography

Credits 4

Quarter Offered Fall

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. Good computer and file management skills are recommended. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Demonstrate a thorough understanding of digital photography terminology, features, and concepts.
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.
Plan, compose, and photograph varied subjects while developing a unique visual artistry.
Critique and evaluate basic composition and aesthetic elements of photographic images and participate in subject specific online discussions.
Use industry standard digital imaging computer software, Adobe Photoshop, to manipulate photographs and use PowerPoint to create electronic presentations.

MEDIA 176 : Lighting for Theater and Live Events

Credits 5

Quarter Offered Fall
This course introduces students to the fundamentals of lighting equipment, design and operation for live events, including concerts, theater performances, corporate events, and other live productions. Students will learn about the role of lighting in creating mood and supporting the overall narrative or atmosphere of an event. Topics covered include the basic principles of light, types of lighting fixtures, control systems, lighting design concepts, and hands-on techniques for setting up and operating lighting systems. Students will gain practical experience in programming and operating lighting consoles, as well as working with different types of lighting equipment. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Describe various jobs related to lighting and lighting design.
Apply light principles and properties design and set up for a performance.
Identify and operate performance lighting fixtures and tools.
Set up light equipment with DMX protocols and consoles.
Explain the proper use of lighting equipment in a given venue.
Describe and apply color theory in lighting.
Program and operate a lighting console.

MEDIA 177 : Introduction to Live Audio
Credits 5

Quarter Offered Winter
This course is designed to provide students with a foundational understanding of live audio production, focusing on the core skills, equipment, and techniques required for working in live sound environments. Topics covered include the basics of sound theory, audio signal flow, microphone techniques, sound system setup, mixing, and troubleshooting during live events. Through hands-on experience and practical exercises, students will gain the knowledge and confidence to work as part of a live sound team for concerts, events, and theatrical productions. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Describe and utilize sound theory to optimize sound quality.
Identify key components of a sound system and how they operate including cables, microphones, mixers, amps and speakers.
Set up a live audio system, including placement of microphones, speakers, and other equipment.
Diagnose and resolve common audio issues during a live event.
Use live mixing techniques, including gain, equalization, and compression.
Analyze and implement signal flow and routing manage a signal path from input to output, including routing signals through various components in a live sound setup.

MEDIA 195 : Infographic and Data Visualization
Credits 5

Quarter Offered Fall
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. Good computer file management skills is recommended. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes

Research and analyze successful transmedia stories, marketing, infographics, and data visualizations.
Develop a unique interactive story, collaborate and collect data for an interactive design, and foster digital citizenship.
Build a visual vocabulary of icons and symbols while exploring various digital tools and techniques to illustrate, photograph, or film stories.

Devise nonlinear storyboards, style guides, mood boards, mockups, and wireframes an engaging narrative to educate and entertain.
Curate, produce, and present a collaborative digital storytelling project or infographics online to connect with social media.

MEDIA 196 : Intro to 3D Design
Credits 5

Quarter Offered Winter
Explore the fundamental techniques of 3D creation, capturing, and rendering. Create objects and characters that can be used for 3D environments, interfaces and printing. Good computer file management skills is recommended. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes
Conceive 3D visual development and design concept art to apply polygon economics.
Build models of 3D objects, architectural spaces, and characters.
Study and apply materials, textures, and lighting strategies with various digital tools.
Create files for rendering and output for 3D printing.
Develop and integrate 3D objects into an immersive environment.

MEDIA 201 : Digital Image Editing I
Credits 5

Quarter Offered Winter
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. Good computer and file management skills are recommended. This class may include students from multiple sections.

This class has a $20 media course fee.
Course Outcomes
Use Photoshop tools to manipulate, enhance photographs, and apply styles, filters and adjustments to multiple layers.
Explore Photoshop's curves, levels, hue saturation commands, and use the histogram to identify contrast problems in a photograph.
Remove dust and scratches from a photograph and color tint a black and white image.
Differentiate between various graphic file formats for print and web display.
Create a graphic website banner and save an optimized image.

MEDIA 202 : Advanced Image Editing
Credits 5

Quarter Offered Spring
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 may include students from multiple sections.

This class has a $20 media course fee.
Prerequisites
MEDIA 201
Course Outcomes
Use advanced image editing techniques to repair and enhance photographs.
Design digital artwork with layer masks, blend modes, layer styles, adjustment layers, and employ Smart Filters to create complex effects.
Master vector tools including Pen tool and Paths Panel and transform and maximize Smart Objects.
Apply professional-quality typography in Photoshop.
Display projects in a website portfolio on the internet including a global issue online slideshow.

MEDIA 203 : Advanced Digital Photography

Credits 5

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a $20 media course fee.

Prerequisites

MEDIA 175

Course Outcomes

Formulate and apply solutions to photographic and technical problems.
Develop an understanding of visual literacy through an open exchange of ideas and criticism.
Identify issues that influence individual perception of culture, place, and visual impact.
Capture and preserve the essence of community, environment, and culture in digital photographs to exhibit a website gallery.
Use Adobe Photoshop to process, adjust, optimize, and blend images.

MEDIA 204 : Digital Illustration

Credits 5

Quarter Offered Winter

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 may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Demonstrate a thorough understanding of vector graphic manipulation with Adobe Illustrator.
Use Adobe Illustrator to translate hand drawings into vector art and knowledge of styles and effects.
Apply the use of fonts, color, and typographic design for effective communication and designs for social awareness.
Demonstrate a basic understanding of typography and how it is used in design.
Create a well-planned and designed layouts, logos, illustrations, or other design materials for print or web.

MEDIA 212 : Digital Portfolio

Credits 5

Quarter Offered Spring

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 may include students from multiple sections.

This class has a $20 media course fee.

Prerequisites

MEDIA 110 and web design skills

Course Outcomes

Recognize how visual rhetoric is applied to support the purposes and goals of portfolio effectiveness while planning, organizing, and evaluating individual student portfolios.
Plan, organize, and complete projects that demonstrate knowledge of multimedia communications.
Plan, storyboard, edit and repurpose existing work, map hyperlinks, and create an original website portfolio that meets an appropriate and marketable standard.
Write a personal resume and identify short and long term continuing education and career goals.
Network with potential employers to identify specific requirements to achieve desired employment.

MEDIA 215 : Digital Video Projects

Credits 5

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. Basic digital video editing skills recommended. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

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.
Identify audience, purpose, and perspective of public service announcements.
Collaborate to create a mini documentary and determine the documentary theme, audience, and goals.
Control lighting effects, camera movement, and production effects during filming, as well as, apply advanced video editing techniques.
Create and contribute to a video blog portfolio on the internet and market video projects.

MEDIA 224 : Digital Storytelling

Credits 5

Quarter Offered Spring

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. Good computer file management skills recommended. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Identify goals and objectives of immersive projects and devise strategy to satisfy the stakeholder and revise.
Build wireframes, vision statements, and mockups for project through effective storytelling and transformative design.
Create an immersive environment and interfaces that include functionality with specific esthetics that promote appreciation and education.
Demonstrate project management and rapid prototyping to execute relevant and effective brand placement.

MEDIA 225 : User Interface and User Experience Design

Credits 5

Quarter Offered Fall

Learn how to develop user interfaces and user experiences that are inclusive, interactive, accessible, responsive, intuitive, and driven by human centered approaches that make products both functional and visually appealing. Students will use modern tools and principles of psychology to engage users as they interact with digital products and applications. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Define and differentiate user interface (UI) experience (UX) design for digital projects and applications.
Develop user interfaces and user experiences with storytelling techniques that apply principles for accessibility, intention, and clear communication.
Identify the basics of human-computer interaction and the psychology behind user decision-making to identify problems and patterns, accelerate delivery, and communicate solutions.
Apply iterative design thinking methodology, user-centric design research, visual prototyping, web wireframing, style guides, interface design, storyboarding, and visual design theory to a project.
Create, test, analyze, refine process and purpose with industry-standard tools to improve audience engagement and satisfaction.
Develop a project portfolio of UI and UX assignments.

Create User Interfaces and User Experiences that are intuitive and connect with intended users from a target audience.

MEDIA 226 : Digital Art and Generative AI

Credits 5

Quarter Offered Winter

In this course, discover how to imagine, compose and create meaningful digital art with the use of a narrative. Learn how to develop concept-based compositions from start to finish and convey ideas through lines, colors, and textures. Learn to create and execute an artistic concept born of your own imagination. Design artwork using AI prompts enhanced with digital editing. Explore the intersection where AI program art and digital painting are combined to create a composite of artwork rich in detail and texture. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Conceptualize, design and compose digital artwork
Demonstrate the ability to transform narratives into digital art using lines, layers, colors and light
Combine digital art and AI generated graphics to create illustrations that visually communicate a story
Apply digital illustration creative process for visual storytelling, from the initial idea to the final composition
Create digital artwork that communicates ideas and artistic style

MEDIA 235 : Multimedia Production for Performances

Credits 5

Quarter Offered Spring

Project based class teaches students how to create visual effects that enhance live performances through video, projection mapping, sequencing, lighting, music, and imagery. Apply special effects, best practices, and real-world considerations of integrating digital media and projections for theater, concerts, or live performances. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Integrate digital media into a theatrical team and performance.
Apply professional digital media/projection designer's workflow from analyzing a script to creating content and live production.
Integrate digital content from still images, video, animation, effects, and art in a multimedia projection.
Use industry equipment, such as media servers, projectors, projection surfaces, emissive displays, cameras, and sensors in multimedia production.
Apply technical effects such as converging, warping, blending projectors, calculating surface brightness/luminance, screen size, throw distance.
Use masks, warping content, projection mapping, and cue sequencing in a multimedia projection design.

MEDIA 240 : Business for Photography

Credits 5

Quarter Offered Spring

Learn the business skills needed to succeed as a professional photographer in today's competitive marketplace. Develop a professional photography portfolio and use social media to promote a photography business. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Develop the ideal business structure and business plan.
Design a strong visual brand and create your own trends.
Develop a professional photography portfolio.
Learn to use social media to grow your business and expand your influence.
Master the artistry of quality, photo prints.

MEDIA 245 : Nature and Macro Photography

Credits 5

Quarter Offered Fall

Learn the tools and techniques required for succeeding in capturing stunning nature and macro photography. An introduction to the equipment, exposure, focus, subjects, light, composition, and photographic process needed for expertise in nature photography. Fields trips when possible. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Learn how to capture beautiful and controlled images.
Fine-tune your eye for composition.
Master close focusing with depth of field.
Master setting the correct aperture and exposure.
Confidently capture macro images of multiple size.

MEDIA 250 : Photographic Lighting

Credits 5

Quarter Offered Winter

Learn how to capture, create, and place the proper lighting to capture timeless and classic imagery. Learn how to work with both natural and studio lighting. Field trips when possible. This class may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Manipulate available lighting to create a flattering light source.
Learn to work with direct light, directional light, and backlight.
Work with traditional studio lighting patterns.
Design your own creative, complex multi-light setups.
Learn to control the direction and quality of your light.

MEDIA 260 : Internship

Credits 1-5

Quarter Offered Fall, Winter, Spring

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

Course Outcomes

Construct a Media 260 Internship Learning Contract with supervisor to cover duties and responsibilities the first week of the term.
Devise a goal statement for activities to be completed during the internship.
Work fifty-five hours per credit on devised projects.
Provide an Employer/Supervisor Evaluation upon completion by the last week of the term.

MEDIA 275 : Social Media Marketing

Credits 5

Quarter Offered Winter

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 may include students from multiple sections.

This class has a $20 media course fee.

Course Outcomes

Design and deploy a social media marketing action campaign.
Compare and contrast online and traditional consumer behavior.
Describe the significance of multi-channel content strategies, such as video, audio, interactive media, and impact of mobile technology on business and marketing.

Evaluate search engine optimization tools and web analytics.
Develop and market a unique online business presence with a blog and social media accounts.
Discuss the impact of mobile technology on business and marketing.

MEDIA 299 : Integrated Study-Honors

Credits 2

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, Multimedia Communications, Cybersecurity & Computer Forensics, or Information Technology) to provide breadth and relevance to the project. This class may include students from multiple sections.

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

Course Outcomes

Introduce the project and the program integration requirements.
Define the individualized project components and outcomes.
Demonstrate workplace skills based on criteria defined in a project created by the student and approved by the instructor.
Work with faculty to evaluate the completion of project tasks.
Present a final project to demonstrate the program learning outcomes of the relevant program of study.
Analyze commercials, television shows, and films according to their underlying narrative structures and persuasive (propaganda) techniques.

Music (MUSC/MUSC&)

MUSC& 105 : Music Appreciation

Credits 5

Quarter Offered Fall, Spring

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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Demonstrate a deeper emotional and intellectual understanding of the various musical elements (melody, harmony, rhythm, meter, form, instrumentation) though listening, attending lectures, reading the text and participating in class discussions.

Identify, in a general way, where a piece of music might have originated by applying the knowledge of the musical elements listed above.

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.

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.

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.

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.

MUSC& 141 : Music Theory I

Credits 5

Quarter Offered Winter

Develops musicianship through study and application of compositional elements. Emphasis on musical notation, aural skills, and aesthetic musical values. Each quarter prerequisite to the next or by permission of instructor. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Identify and apply musical pitch symbols.

Identify and apply musical rhythm symbols.

Classify various bodies of notational symbols.

Construct major scales on all pitches.

Identify tonal centers.

Alter tonal centers – transpose scales, works.

MUSC 110 : History of Rock N Roll

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

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. This class my include students from multiple sections. (Humanities, Elective)

Course Outcomes

Identify recorded examples of popular music by year, personnel, geographic origin and genre.

Comprehend the broad “family tree” of American popular music in detail and in general.

Explain how popular music helped to integrate America during the early days of rock’n’roll.

Explain the effect of race relations on the musicians and on the business of popular music.
Comprehend the role of federal and state governments in the area of artistic censorship.
Comprehend the positive and negative influences of popular music on intergenerational conflict.
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).

MUSC 125 : Guitar I

Quarter Offered Fall, Winter, Spring
This course is designed for the beginning student with little or no guitar experience. Students will gain a familiarity with the history and repertoire of the guitar to establish a solid foundation for exploring the broader world of the classical guitar. They will become proficient in reading music and playing scales and arpeggios. This course will serve as an introduction to the styles and techniques of the classical guitar and students will learn to perform music in an ensemble setting. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.
Course Outcomes

Identify the parts of the guitar and their functions.
Demonstrate basic guitar tuning techniques.
Recognize the components of musical notation and chord charts and be able to produce and perform music from it.
Perform exercises such as playing through scales, arpeggios, chord charts, strumming patterns, and rhythms.
Describe classical guitar techniques through exploration of the history and repertoire of the instrument and practice.
Perform basic classical guitar repertoire while staying on the beat and in the time signature.

MUSC 136 : Jazz Ensemble

Credits 1-3
Study jazz styles through performance of jazz literature. Emphasis on development of improvisational techniques. Course is contingent upon availability of qualified students. This class may be repeated up to nine times for a total of nine credits. Instructor permission required. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.
Prerequisites
Instructor permission
Course Outcomes

Demonstrate improvement of skills in the following areas: music reading, improvisation, jazz theory, rhythmic concepts, and transposition (all).
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).
Play and sing the melodies and improvise on this repertoire as well as knowing the harmony (all).
Perform the appropriate rhythm section role (comping) while others are soloing or playing the melody (rhythm section).
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).

MUSC 139 : Jazz Improvisation Seminar

Credits 1-2
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. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Prerequisites
At least one quarter of Jazz Ensemble or by audition; proficiency on instrument
Course Outcomes
Demonstrate improvement of skills in the following areas: jazz improvisation, jazz theory, and rhythmic concepts.
Apply skills learned in class to improvised solos.
Comprehend various topics in jazz theory/harmony as they relate to the construction and execution of a successful improvised solo.
Perform the melodies and construct an improvised solo over the chord changes of several selected tunes.

MUSC 146 : Vocal Ensemble
Credits 2

The study and performance of specialized contemporary and jazz vocal music suitable for beginning and advanced students. This class may be repeated up to three times for a total of six credits. Instructor permission required. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.
Prerequisites
Instructor permission
Course Outcomes
Sing jazz and contemporary music in various tempos, including the following: ballads, jazz swing, and latin.
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.
Understand and use proper microphone technique while singing.
Understand and apply good breath control and tone while singing, including the following: the use of vibrato and song delivery.
Identify the key concepts in the articulation of song lyrics.
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.
Display memory of tunes performed in concert setting.
Display consistent attendance and participation in the twice weekly lab setting.

MUSC 158 : Beginning Piano
Credits 2

Quarter Offered Occasionally
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. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.
Prerequisites
Instructor permission
Course Outcomes
Note reading by interval and note name.
Rhythm/rest values.
Technique and hand position in major/minor keys.
Use of primary chords in C, G and F.
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.

MUSC 161 : Beginning Instruction-Voice/ Instruments
Credits 2

Quarter Offered Occasionally

This course will focus on basic and intermediate music performance instruction (instrumental or vocal). This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Course Outcomes

Tune the instrument; none of these are very specific, really can interpret them in a number of ways.
Demonstrate proficiency in basic techniques.
Read notes and chords.
Perform at least three complete pieces.
Demonstrate basic music theory knowledge.

MUSC 179 : Concert Band

Credits 2

Quarter Offered Fall, Winter, Spring

The Peninsula College Concert Band provides large ensemble experience for instrumentalists and gives Port Angeles a local concert band. Perform the finest wind band literature, both contemporary and traditional. Focus on musicianship, winds and percussion techniques, and performance skills through study of literature from all stylistic periods in various musical styles and cultures. Weekly rehearsals and one concert per quarter. This course may be repeated up to six times for a total of twelve credits. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Prerequisites

Must be able to read music and play at the high school level, or better.

Course Outcomes

Perform a variety repertoire of traditional and contemporary concert band music at designated quarterly concerts.
Demonstrate improvement of skills in the following areas: music reading, rhythmic accuracy, musical expression, style, tone and intonation, ensemble balance and blend.
Work effectively as a part of a team.
Demonstrate a professional attitude towards practice, self-motivation, and self-evaluation as it pertains to the appropriate performance of music selected for each quarterly concert.
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.

MUSC 236 : Jazz Ensemble

Credits 1-3

Study jazz styles through performance of jazz literature. Emphasis on development of improvisational techniques. Course is contingent upon availability of qualified students. This class may be repeated up to nine times for a total of nine credits. Instructor permission required. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Prerequisites

Instructor permission

Course Outcomes

Demonstrate improvement of skills in the following areas: music reading, improvisation, jazz theory, rhythmic concepts, and transposition (all).
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).
Play and sing the melodies and improvise on this repertoire as well as knowing the harmony (all).
Perform the appropriate rhythm section role (comping) while others are soloing or playing the melody (rhythm section).

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).

MUSC 239 : Jazz Improvisation Seminar

Credits 1-2

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. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Prerequisites

At least one quarter of Jazz Ensemble or by audition; proficiency on instrument

Course Outcomes

Demonstrate improvement of skills in the following areas: jazz improvisation, jazz theory, and rhythmic concepts.
Apply skills learned in class to improvised solos.
Comprehend various topics in jazz theory/harmony as they relate to the construction and execution of a successful improvised solo.
Perform the melodies and construct an improvised solo over the chord changes of several selected tunes.

MUSC 246 : Vocal Ensemble

Credits 2

Continuation of MUSC 146. The study and performance of specialized contemporary and jazz vocal music suitable for beginning and advanced students. This class may be repeated up to three times for a total of six credits. Instructor permission required. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Prerequisites

Instructor permission

Course Outcomes

Sing jazz and contemporary music in various tempos, including the following: ballads, jazz swing, and latin.
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.
Understand and use proper microphone technique while singing.
Understand and apply good breath control and tone while singing, including the following: the use of vibrato and song delivery.
Identify the key concepts in the articulation of song lyrics.
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.
Display memory of tunes performed in concert setting.
Display consistent attendance and participation in the twice weekly lab setting.

MUSC 260 : Special Topics

Credits 1-5

Quarter Offered Fall, Winter, Spring

Special topics in music. This class may be repeated six times for up to thirty credits. This class may include students from multiple sections. (Elective)

This class has a $15 music lab fee.

Course Outcomes

Learning outcomes vary according to topic

Natural Resources (NATR)

NATR 110 : Intro to Natural Resources
Credits 5

Quarter Offered Fall, Winter
Sustainable natural resources are essential for future generations. This class includes foundations of natural resource management, policy, laws, renewable natural resource systems, administration, and introduction to scientific data collection. Students will explore natural resource history, issues, principles, and sustainable approaches to natural resource management. This class may include students from multiple sections.

This class has a $50 natural resources course fee.
Course Outcomes

- Define and discuss the concept of natural resources.
- Explain the differences between renewable and exhaustible natural resources.
- List the major governmental programs and agencies that regulate natural resources.
- Describe the role of ecology in human efforts for sustainable natural resource management.
- Demonstrate the use of scientific data collection methods to analyze and identify solutions to a natural resource problem.

NATR 115 : Natural Ecosystems
Credits 5

Quarter Offered Fall, Winter
This class focuses on ecosystems of the Olympic Peninsula in Washington State. Students will explore factors that influence ecosystem composition, disturbance-succession cycles, biodiversity, forests, and transformation of habitats. This class may include students from multiple sections.
Course Outcomes

- Discuss ecosystems and the tools used to analyze them.
- Compare and contrast the main branches of ecosystem science.
- Define ecological energetics and biogeochemistry.
- Discuss sustainable natural ecosystems initiatives.
- Define and summarize the cycles disturbance succession.
- List causes of ecosystem disturbances.
- Analyze the interrelationships between humans and natural ecosystems.

NATR 130 : Water Quality Stream Habitat Monitoring
Credits 3

Quarter Offered Winter
Healthy forests and communities rely on clean rivers and streams. Students will learn how to collect data to assess the conditions and quality of watersheds. Class includes sustainable practices that reduce the human impact on water quality and stream habitat. This class may include students from multiple sections.

This class has a $30 natural resources course fee.
Course Outcomes

- Describe key steps for designing an effective stream habitat monitoring system.
- Discuss the human impacts on water quality and stream habitat.
- Collect and analyze water quality data.
- Develop a stream habitat monitoring and restoration plan.
- Design a watershed assessment that analyzes causes of habitat and biological degradation.

NATR 135 : Invasive Plant ID Prevention and Control
Credits 2

Quarter Offered Winter
Invasive plants are capable of altering habitats and causing extinction of native plants and animals. This class includes invasive plant identification and methods to control and prevent invasive species in Washington State. This class may include students from multiple sections.

This class has a $20 natural resources course fee.

Course Outcomes

Identify a minimum of 20 of the most common and problematic invasive plants in WA State using a dichotomous key or recognizable identifying characteristics.
Explain the ecological and economic impacts of invasive plants in the PNW.
Diagram the vectors and pathways of invasions for specific landscapes.
Distinguish between the various programs and agencies that address both noxious plants and invasive and non-native plants and describe their various missions.
Describe current best-practice techniques for removal, control, and prevention of non-native plants.

NATR 145 : Restoration Ecology

Credits 3

Quarter Offered Spring

Introduction to restoration ecology theory with a focus on the recovery of Pacific Northwest ecosystems. Students will explore the impact of economics, climate change, pollution, and other disturbances that degrade ecosystems. Class includes methods for reliably collecting and recording data, and methods for restoring damaged environments and sustaining healthy ecosystems. This class may include students from multiple sections.

Course Outcomes

Discuss the human impact on restoration ecology and the land management practices that influence restoration ecology.
Interpret maps, including land use maps and topographical maps.
Compare and contrast restoration work in urban, DNR, USFS, and tribal land.
Demonstrate the use of a map to identify land management agencies that manage specific sites, and the boundaries of that site.
Record data and develop a plan for restoring an ecosystem.
Analyze the scientific and logistical challenges of applying restoration ecology concepts into a restoration plan.

NATR 150 : Fisheries Management

Credits 3

Quarter Offered Spring

Fish are important for their ecological, cultural, and economic impacts. However, reductions in habitat, over-fishing, and climate change have created challenges when managing this important resource. Students will explore the impacts of recreation fishing, commercial harvests, and the environment for fresh and saltwater fisheries with an emphasis on fish of the Pacific Northwest. This class may include students from multiple sections.

Course Outcomes

Describe fishery systems and the role of management science in aquatic health and conservation.
Analyze the effectiveness of feedback control and adaptive management in fisheries.
List conservation and yield performance of harvest control rules for fisheries management.
Identify control rules for threatened bycatch species.
Discuss stakeholder participation in the development of management strategies.
Define a responsible path forward for sustainable fisheries.
Compare and contrast innovations in fisheries management.

NATR 180 : Natural Resources GIS and Maps

Credits 4

Quarter Offered Fall

Global Information Systems (GIS) and mapping technologies provide tools to support restoration, protection, and preservation of natural resources and the environment. Students will learn how to use GIS for terrain and forest mapping. Class includes hands-on assignments with GIS software for computer mapping and data analysis. This class may include students from multiple sections.

This class has a $40 natural resources course fee.

Course Outcomes

Define geographic information system terms and tools.
Demonstrate the use of geographic information system tools to map forests and terrain.
Develop and manage a geodatabase.
Interpret and analyze mapped data.
Add geotagged photos to a map.

NATR 210 : Timber Harvesting and Forest Road Management
Credits 4

Quarter Offered Spring
Introduction to timber harvesting, laws, policies, practices, contract preparation and administration, measurement, appraisal, logging systems, and forest road engineering. Learn how forestry operations and roads are an essential part of a well-managed forest. Class includes application of the Forest Practices Act and standards for timber harvesting. This class may include students from multiple sections.
Course Outcomes
Identify timber harvesting systems and equipment.
Locate and interpret timber harvesting and forest road policies, laws, and practices.
Describe the Washington State Forest Practices Act (FPA) standards for timber harvesting, pre-commercial thinning, road construction, and safety.
Demonstrate the use of forest tools to measure and calculate forest metrics, basal area, and relative density for use in timber appraisals.
Identify and map proper road design and location for forest operations.

NATR 215 : River Restoration
Credits 4

Quarter Offered Fall
Many of the streams and rivers of the Pacific Northwest have been altered from their historic conditions due to anthropogenic influences. Some of the negative impacts to streams include: impassable fish barriers, reductions of instream wood, disconnection of floodplains and off-channel habitat, removal or alterations of riparian forests, and the encroachment of invasive species. In this class, students will explore threats to healthy rivers in Washington State, and principles for sustainable river restoration. Includes methodologies, tools, and techniques for monitoring, assessing, and analyzing upstream conditions and data for river restoration. This class may include students from multiple sections.
Course Outcomes
Discuss the political, social, ethical, economic issues in river restoration
List principles for sustainable river conservation and restoration
Compare and contrast natural and man made fish passage barriers
Describe Washington State fish passage policies
Develop a plan to monitor and analyze upstream conditions that affect river restoration

NATR 220 : Wildlife Habitat Management
Credits 5

Quarter Offered Winter
Wildlife habitat management improves existing habitat for the benefits of animals and healthy ecosystems. This class focuses on wildlife habitat management, population demographics, interspecies interaction, analysis of contemporary wildlife management problems, and planning for sustainable wildlife habitat. This class may include students from multiple sections.

This class has a $50 natural resources course fee.
Course Outcomes
Describe the development of wildlife management.
Discuss the history of wildlife exploitation and the conservation movement.
Identify effective wildlife habitat conservation methods.
Describe the negative effects a lack of conservation can cause on wildlife habitat.
Describe the basic habitat requirements of all wildlife.
Explain how specific human activities harm and benefit wildlife and wildlife habitat.
Describe management practices for sustainable wildlife habitat and endangered species.

NATR 230 : Wildland Fire Science

Credits 6

Quarter Offered Spring

Wildland fire science examines the causes, consequences, and benefits of wildfire, and how to prevent and manage catastrophic wildfires. This class includes analysis of wildfire behavior, suppression tools, and human factors in wildland fire service. Class prepares students for Wildland Fire Incident Qualification Card Certification. This class may include students from multiple sections.

Course Outcomes

Identify and discuss key characteristics of the primary wildland fire environment components - fuels, weather, and topography.
Identify critical fire weather factors that, combined with receptive fuels, may result in extreme fire behavior.
Recognize how alignment of fuels, weather, and topography can increase the potential for extreme fire behavior.
Describe what the Lookouts, Communications, Escape Routes, and Safety Zones (LCES) system is and how it relates to the Standard Firefighting Orders.
Describe the methods for extinguishing a fire with or without the use of water.
Demonstrate the ability to construct fireline to required standards using various methods, tools and equipment, and techniques.
Discuss responsibilities of effective crews/teams operating in high risk, dynamic work environments.

NATR 250 : Forest Management and Silviculture

Credits 4

Quarter Offered Winter

Silviculture is the art and science of controlling the growth and composition of a healthy forest. This class focuses on the principles of forest management and silviculture, forest protection, insect and disease control, stewardship of nonindustrial forests, rehabilitation, and cooperative forest management. Class emphasizes the science of establishing sustainable forests and woodlands. This class may include students from multiple sections.

This class has a $40 natural resources course fee.

Course Outcomes

List effective silviculture management practices.
Describe the kinds of plants that compose the vegetative strata found in a forest environment.
List the most important species of trees in each of the regional forests.
Distinguish between natural and artificial methods of regenerating forests.
Identify the types of information needed to develop a long-term forest management plan based on sustained yields.
Explain why forest management plans are needed to protect, renew, and sustain forest resources.

NATR 260 : Natural Resources Internship

Credits 1-5

Quarter Offered Spring

Learn from natural resource professionals. This class provides opportunities for Natural Resource students to learn and apply new skills in a workplace and/or field experience setting. This class may include students from multiple sections.

Course Outcomes

Apply skills, concepts, and procedures used in the field and workplace setting.
Identify individual strengths and weaknesses related to workplace skills and behaviors.
Demonstrate effective communication and interpersonal behaviors in the workplace.
Demonstrate initiative and time management in a workplace setting.

Nursing (NURS)

HUM 131 : Policy and Ethics in Healthcare I

Credits 1

Quarter Offered Fall

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance

Course Outcomes

Discuss legal, ethical and regulatory issues in professional nursing.
Identify a structured approach for ethical decision making in healthcare.
Discuss scope of nursing practice and scope of nurse decision making.

HUM 232 : Policy and Ethics in Healthcare II

Credits 2

Quarter Offered Winter

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance; HUM 131

Course Outcomes

Apply the scope of decision making to scenarios related to delegation, management and clinical practice.
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.
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.

HUM 233 : Policy and Ethics in Healthcare III

Credits 2

Quarter Offered Spring

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance; HUM 232

Course Outcomes

Explore how laws, ethical practice and policies are changed in nursing and healthcare.
Apply principles of ethical decisions using the Jonsen Model in the profession of nursing to various scenarios across the lifespan.
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.
Explore national and global policies and ethics in healthcare and nursing with comparison to our regional policies and ethics.

NURS 101 : Nursing I

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a $15.75 liability insurance course fee and a $130 nurse testing course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Identify relevant and abnormal data from a physical assessment.
Identify the principles of evidence based practice and research application.
Identify concepts of caring.
Identify principles of safety in patient care.
Identify teaching interventions in the context a nursing care plan.
Describe elements of the nursing process.
With assistance, develops a concept map and nursing care plan.
Identify members of the healthcare team.
Identify communication techniques in the professional relationship.
Identify historical and contemporary issues influencing the development of professional nursing practice.

NURS 102 : Nursing II - Theory

Credits 6

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a $130 nurse testing course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Identify relevant and abnormal data in the assessment of chronically ill patient.
Identify evidence based information to make clinical judgments and management decisions to ensure accurate and safe care for chronically ill clients.
Apply caring concepts when providing care to patients with chronic alterations in health.
Applying principles of safety, correlate the performance of nursing care with desired physiologic and psychologic outcomes in the chronically ill patient.
Apply principles of patient teaching in the context of chronic illness.
Apply the nursing process in the context of the chronic illness.
Apply principles of collaborative decision making in the context of chronic illness.
Identify appropriate communication to achieve positive client outcomes in the context of chronic illness.

NURS 103 : Nursing III - Theory

Credits 6

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a $130 nurse testing course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Apply relevant and abnormal data in the assessment of the well, chronically ill and acutely ill adult and pediatric client.

Apply evidence based information to make clinical judgments for chronically and acutely ill adult clients, as well as pediatric clients.
Apply caring concepts when providing care to patients with chronic and acute alterations in health.
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.
Identify areas of patient teaching in the context of chronic and acute illness, as well as the pediatric client.
Apply the nursing process in the context of acute and chronic illness, as well as the pediatric client.
Apply principles of collaborative decision making in the context of acute and chronic illness, as well as the pediatric client.
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.
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.

NURS 111 : Fundamental Clinical Nursing Skills
Credits 2

Quarter Offered Fall
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. This class may include students from multiple sections. Requires admission to the nursing program.

This class has a $60 nursing supplies course fee.
Prerequisites
Nursing Program Admittance
Course Outcomes
Perform a basic physical and cognitive assessment in the skills lab setting.
Identify evidence-based information and accepted standards of practice related to the performance of basic nursing skills.
Identify aspects of holistic caring behavior as it relates to the performance of basic nursing skills.
Adhere to principles of safety when performing basic nursing skills.
Identify areas of patient teaching related to basic nursing skills.
Demonstrate self organization in the performance of basic nursing skills.
Work collaboratively with other students in the skills and simulation lab.
Identify non-therapeutic and therapeutic communication skills.
Demonstrate professional behavior in the skills lab and simulation lab.

NURS 112 : Nursing II - Lab
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a $60 nursing supplies course fee.
Prerequisites
Nursing Program Admittance
Course Outcomes
With cuing assess the client for basic changes in health status.
With cuing assess at a basic level, the emotional, cultural, religious and spiritual influences on the client's health status.
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.

With cuing 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 long-term care setting for one client.
With cuing provide teaching based on an individualized teaching plan in the long term care setting.
With cuing organize and manage the holistic care of one client in the long-term care setting.
With cuing collaborate with the client and other members of the healthcare team to achieve outcomes in the long term care setting.
With cuing utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the long term care setting.
With cuing utilize therapeutic communication skills when interacting with clients in the long term care setting.
Practice within the ethical, legal and regulatory frameworks of nursing and standards and scope of professional nursing practice in the long term care setting.
Demonstrate professional behavior in the long term care setting.

NURS 113 : Nursing III - Lab

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a $60 nursing supplies course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Assess the adult and pediatric client for basic changes in health status in acute care and community settings.
Assess at a basic level, the emotional, cultural, religious and spiritual influences on the client's health status.
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.
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.
Provide holistic accurate and safe nursing care in pediatric community settings and in the acute care setting with one to two patients.
With minimal cuing provide teaching based on an individualized teaching plan for adult and pediatric clients in acute care and community settings.
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.
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.
With minimal cuing utilize appropriate verbal and written channels of communication to achieve positive client outcomes in acute care and community settings.
With minimal cuing utilize therapeutic communication skills when interacting with adult and pediatric clients and support persons in the acute care and community setting.
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.
Demonstrate professional behavior in the acute care and community setting.

NURS 201 : Nursing IV-Theory

Credits 6

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a $260.00 nurse testing course fee and a $15.75 liability insurance course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Analyze relevant and abnormal data in the assessment of normal and high risk obstetric patient, the normal newborn and acutely ill adult clients.
Apply evidence based information to make clinical judgments for the normal and the high risk obstetric client, as well as acutely ill adult clients.
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.
Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for clients in obstetric and acute care settings.
Identify components of patient teaching in the context of chronic and acute illness, as well as the obstetric client.
Apply the nursing process in the context of acute illness and the obstetric client.
Apply principles of collaborative decision making in the context of acute illness, as well as the obstetric client.
Identify appropriate communication to achieve positive client outcomes in the context in the context of acute illness, as well as the obstetric client.
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.

NURS 202 : Nursing V-Theory

Credits 4

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a $260.00 nurse testing course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Analyze relevant and abnormal data in the assessment of the acute and critically ill patient.
Analyze evidence based information to make clinical judgments for acute and critically ill patients.
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.
Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for acutely and critically ill clients.
Identify components of patient teaching in the context of chronic and acute illness and critical illness.
Apply the nursing process in the context of the acute illness and critical illness.
Apply principles of collaborative decision making in the context of acute and critical illness.
Identify appropriate communication to achieve positive client outcomes in the context of acute and critical illness.
Identify ethical, legal and regulatory frameworks of nursing and standards and scope of nursing practice in the context of acute and critical illness.

NURS 203 : Nursing VI - Theory

Credits 4

Quarter Offered Spring

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. This class may include students from multiple sections.

This class has a $260.00 nurse testing course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Analyze relevant and abnormal data in the assessment of the critically and emergently ill patient.
Use evidence based information and the nursing process to critically think and make clinical judgments and management decisions to ensure accurate and safe care.
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.
Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for critically and emergently ill clients.
Provide teaching based on individualized teaching plan.
Apply the nursing process in the context of critical illness, emergency care and community setting.
Apply principles of collaborative decision making in the context of critical illness, emergency care and community setting.
Identify appropriate communication to achieve positive client outcomes in the context of critical illness, emergency care and community settings.
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.
Analyze changes in health status in acute care and mental health settings.
Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status.
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.
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.
Provide holistic accurate and safe nursing care in mental health settings and in acute care setting with two patients.
Provide teaching based on an individualized teaching plan in the acute care and mental health setting.
Organize and manage the holistic care of clients in the mental health setting and in the acute care setting for two clients.
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.
Utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the acute care setting and mental health setting.
Utilize therapeutic communication skills when interacting with clients and support persons in the acute care and mental health setting.
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.
Demonstrate professional behavior in the acute care and mental health setting.

NURS 211 : Nursing IV - Lab

Credits 5

Quarter Offered Fall

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. This class may include students from multiple sections.

This class has a $60 nursing supplies course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Analyze changes in health status in acute care and mental health settings.
Assess the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status.
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.
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.
Provide holistic accurate and safe nursing care in mental health settings and in acute care setting with two patients.
Provide teaching based on an individualized teaching plan in the acute care and mental health setting.
Organize and manage the holistic care of clients in the mental health setting and in the acute care setting for two clients.
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.
Utilize appropriate verbal and written channels of communication to achieve positive client outcomes in the acute care setting and mental health setting.
Utilize therapeutic communication skills when interacting with clients and support persons in the acute care and mental health setting.
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.
Demonstrate professional behavior in the acute care and mental health setting.

NURS 212 : Nursing V-Lab

Credits 6

Quarter Offered Winter

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. This class may include students from multiple sections.

This class has a $60 nursing supplies course fee.

Prerequisites

Nursing Program Admittance

Course Outcomes

Analyze changes in health status in acute care and obstetric settings.
Analyze the impact of complex developmental, emotional, cultural, religious and spiritual influences on the client's health status.
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.
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.
Provide holistic accurate and safe nursing care in obstetric settings and in acute care setting with two increasingly complex patients.
Provide teaching based on an individualized teaching plan for the increasingly complex client in the acute care and obstetric setting.
Organize and manage holistic care in the obstetric setting and in the acute care setting for two increasingly complex clients.
Supervise a group of students in the long-term care facility, delegating, monitoring, and evaluating appropriately.
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.
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.

Utilize therapeutic communication skills when interacting with increasingly complex clients and support persons in the acute care and obstetric setting.
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.
Demonstrate professional behavior in the acute care and obstetric setting.

NURS 213 : Nursing VI-Lab
Credits 6

Quarter Offered Spring
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. This class may include students from multiple sections.

This class has a $60 nursing supplies course fee.
Prerequisites
Nursing Program Admittance; NURS 212 with a 2.0 or higher
Course Outcomes
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.
Organize and manage 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.
Demonstrate professional behavior in diverse settings.

NURS 295 : Reintegrating the Returning Student
Credits 1-5
Individual, tutorial, or seminar instruction normally not applicable to the regular course structure.
Prerequisites
Nursing Program Admittance; Instructor Permission

NUTR 121 : Nutrition in Healthcare I
Credits 3

Quarter Offered Fall
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. This class may include students from multiple sections.
Prerequisites
Nursing Program Admittance
Course Outcomes
Identify nutritional concepts in the context of health and wellness across the lifespan.
Discuss nutrition-related health promotion topics with a focus on wellness.
Identify the influence of ethnicity, culture and spiritual/religious beliefs on food choice.

NUTR 122 : Nutrition in Healthcare II
Credits 1

Quarter Offered Winter

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance; NUTR 121

Course Outcomes

Identify relevant and abnormal data in the assessment of nutritional problems in the chronically ill client.
Apply nutritional principles to adults experiencing various chronic alterations in health.
Apply drug and nutrient interaction principles to maintain safety.
Discuss nutrition-related health promotion topics with a focus on wellness.

NUTR 123 : Nutrition in Healthcare III

Credits 1

Quarter Offered Spring

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance; NUTR 122

Course Outcomes

Identify relevant and abnormal data in the assessment of nutritional problems in children and adults experiencing various acute and chronic alterations in health.
Apply evidence based nutritional principles to children and adults experiencing various acute and chronic alterations in health.
Apply drug and nutrient interaction principles to maintain safety in the context of children and adults experiencing various acute and chronic alterations in health.

PSYC 141 : Psychosocial Issues in Healthcare I

Credits 3

Quarter Offered Fall

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance

Course Outcomes

Identify the influences of ethnicity, culture, and spiritual/religious beliefs to health practices.
Identify one's own psychosocial-spiritual-cultural beliefs, values and biases.
Discuss evidence of health disparities among racial, ethnic, gender, and socioeconomic groups.
Discuss concepts of self-care.
Discuss principles of teaching, learning and behavioral change in the context of health and wellness.
Apply the nursing process to the concept of stress, grief, bereavement, and end of life care.
Identify ways to collaborate with other members of the healthcare team to meet a client's psychosocial needs.
Apply communication and teaching concepts in developing helping relationships with individuals, families, and groups.

PSYC 242 : Psychosocial Issues in Healthcare II

Credits 2

Quarter Offered Fall

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. This class may include students from multiple sections.

Prerequisites

Nursing Program Admittance; PSYC 141, NURS 103

Course Outcomes

Analyze relevant and abnormal data in the assessment of mental health clients.
Apply evidence based information to make clinical judgments for the mental health patient.
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.
Correlate and analyze the performance of safe nursing care with desired physiologic and psychologic outcomes for clients in mental health settings.
Identify components of patient teaching in the context of alterations in mental health.
Apply the nursing process to the client with mental illness, substance abuse or to clients affected by violence.
Apply principles of collaborative decision making in the context of alterations in mental health.
Identify appropriate therapeutic communication related to mental health, mental illness, substance abuse, and violence to clients across the lifespan.
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.

Nursing Assistant (NAC)

NAC 105 : Nursing Assistant Certified
Credits 6

Quarter Offered Fall, Winter, Spring, Summer
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. 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. This class may include students from multiple sections.

For more information, go to pencol.edu/proftech/nursing-assistant

This class has a $95.00 NAC testing course fee, $25.00 first aid class fee, $15.75 liability insurance course fee and a $15.00 NAC supplies course fee.

Course Outcomes

Apply skills and knowledge of high quality nursing assistant care, as a member of a LTC 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.

Nutrition (NUTR&)

NUTR& 101 : Introduction to Human Nutrition

Credits 5

Quarter Offered Fall, Winter, Spring

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. This class may include students from multiple sections. (Natural Sciences, Elective)

Prerequisites

Eligibility for ENGL& 101 and P (2.0 or higher) in MATH 63 or equivalent

Course Outcomes

Explore the relationship of diet to health and fitness.
Analyze and design the components of a healthful diet.
Explain how carbohydrates, proteins, and lipids are used in the body.
Discuss the role of vitamins, minerals and phytonutrients in the human body.
Describe the digestion and absorption of nutrients in the body.
Explore and compare the metabolism of different macronutrients.
Evaluate current nutrition issues and popular diets.

Oceanography (OCEA&)

OCEA& 100 : Introduction to Oceanography
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections. (Formerly OCEA& 101, Natural Sciences, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes

Applied an understanding of fundamental ocean processes to explain how the ocean is structured and how ocean characteristics shape life.
Described at least one major finding about the oceans developed via an application of the scientific method.
Identified at least one major relationship between oceans and human communities.
Considered career/education opportunities in ocean sciences, technology or education.
Extracted and manipulated subsets of ocean data from online databases, or field collected data, in order to answer a research question.
Communicated concepts in ocean science via writing and speaking.
Extract the main concepts from a variety or readings in ocean science, including primary, secondary, and tertiary sources, demonstrating strong reading comprehension skills.

Paralegal (LEGAL)

At this time, our Paralegal program will no longer be accepting new students.

LEGAL 100 : Introduction to Paralegal Studies
Credits 5

Quarter Offered Fall
A comprehensive introduction to the basic, key areas of paralegal studies. Develop a comprehensive understanding of the laws in our society, the importance of ethical and professional responsibility, and the skills needed to thrive in the legal environment. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 105
Course Outcomes
- Describe the key skills and attributes of the professional paralegal.
- Describe the types of firms and organizations that hire paralegals.
- Explain typical policies and procedures governing paralegal employment.
- Describe the ethical and professional responsibilities of a paralegal.
- Explain how legal professionals are regulated.
- Demonstrate how to find some of the best legal resources available on the internet.

LEGAL 150 : Law Office Technology
Credits 5

Quarter Offered Winter
This course introduces computer hardware and software basics that apply to the legal environment. Students will learn and apply Microsoft Office components including Teams, Word, Excel, OneNote, PowerPoint, and Outlook, as they are used in the day-to-day life of paralegals. Students will also explore legal-specific software. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 106
Course Outcomes
- Create and edit word processing documents that are unique to the legal environment, including the use of templates, macros, creation of table of contents and table of authorities.
- Create and edit spreadsheets that are unique to the legal environment using multiple data types and Excel functions.
- Draft and manage professional correspondence through email software programs.
- Coordinate calendar meetings and events with multiple attendees.
- Demonstrate an understanding of electronic discovery software and procedures.
- Learn the proper method and procedures involved in document collaboration.
- Organize the timely completion of all assignments, exercises, and projects.

LEGAL 210 : Legal Research, Analysis, and Writing
Credits 5

Quarter Offered Fall
Learn essential research and writing skills, that include identifying key facts, issue spotting, analysis and counter analysis, traditional and online research, secondary authorities and citing. Apply writing principles for writing legal briefs and memoranda. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 105 and LEGAL 100
Course Outcomes
- Define legal research, legal analysis, and law.
- Summarize the history of the U.S. legal system.
- Describe the 4-step process of legal research and the analysis process.

Identify the legal issue(s) presented by the fact situation.
Analyze the process used to determine if a court opinion applies to a legal question.
Discover the counterargument to a legal position or argument.
Identify secondary legal research sources.
Apply legal principles to the drafting of legal research memoranda, court briefs, and legal correspondence.
Summarize the rules of citing legal resources in documents prepared for filing in court or for use in a law office.

LEGAL 220 : Real Estate law
Credits 5

Quarter Offered Winter
Learn the role of today's real estate paralegal and examine real estate law and transactions. Topics include contemporary real estate law and legal principles that use practical application, case example, and the latest real estate legal forms. Examine all areas of transactional real estate-from contracts and brokerage relationships to surveys, title insurance, taxation and real estate finance related to residential and commercial processes in the United States. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in LEGAL 150
Course Outcomes
Introduce the key concepts and practical principles of real estate law.
Summarize the issues a paralegal will experience in dealing with concurrent ownership.
Describe the types of surveys and how they are prepared.
Describe the objectives and process for the zoning of private real property.
Describe the various types of easements and their uses.
Explain the requirements of a valid real estate contract.
Describe the basic terms of a real estate contract.
Write and complete the sections of a deed.
Identify the various sources of mortgage loans.
Summarize the role of a paralegal in the preparation of mortgage loan documents.
Identify the differences among condominium ownership, cooperative ownership, and leases.

LEGAL 225 : Family Law
Credits 5

Quarter Offered Winter
Learn the legal principles that govern marital and nonmarital families. Principles cover rights and duties as families are created, maintained, and dissolved. Examine the laws that defines relationships, rights, and duties in the formation, ongoing existence, community property, and dissolution of marriage and other family units. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in LEGAL 150
Course Outcomes
Identify the major themes of family law in the twenty-first century.
List the variety of paralegal roles in various family-law offices and settings.
Identify some of the major roles of paralegals in the compilation of a family history.
Define the four major kinds of agreements that can be entered into by persons in intimate relationships: (1) cohabitation agreement, (2) premarital agreement, (3) postnuptial agreement, and (4) separation agreement.
Examine the laws governing the formation of marriage.
Define and distinguish among annulment, divorce, and legal separation.
Describe the termination of a marriage by divorce process.
List the characteristics of an effective separation agreement.
Identify the major kinds of custody.
State the role of state law and federal law on child support.

LEGAL 230 : Wills, Trusts, and Estate Administration
Credits 5

Quarter Offered Spring
Learn the basics of estate planning and bequeathing property to others through wills and trusts. Designed specifically for paralegals, this course familiarizes you with the latest laws and procedures, including the Uniform Probate Code, the new Uniform Electronic Wills Act and the Uniform Partition of Heirs' Property Act. Examine the latest relevant laws, review court procedures, and learn about tax implications and ethical choices. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 105 and AOS 170
Course Outcomes

Explain the need for and purpose of an estate plan and the procedures and documents used to create a plan.
Identify, explain, and classify the various kinds of property, such as real and personal property or probate and non-probate property.
Recognize the basic terms, including the difference between orthodox(traditional) and UPC terminology, associated with testacy and intestacy.
Use the terminology associated with the validity, modification, and revocation of wills.
Select the relevant facts in preparation for the preliminary draft of a will.
Analyze the collected data and make sure that the information conforms to the client's objectives when preparing a draft of the will.
Identify the participants who are essential for drafting wills and trusts and for administering the estate of a decedent.
Define the essential elements of trusts.
Explain the uses and functions of the various kinds of trusts.
Describe the components of estate planning.

LEGAL 235 : Tort Law
Credits 5

Quarter Offered Spring
Learn key concepts and practical principles of tort law. Apply tort concepts in current cases. Distinguish how to carefully consider variables in a case and potential resolutions. Realistic situations are designed to improve legal understanding and skills. Identify the principles of tort law needed for a successful career as a paralegal. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 105 and AOS 170
Course Outcomes

Introduce the key concepts and practical principles of tort law.
Identify the types of liability.
Identify the elements of intentional torts.
Identify the criteria used to assess the reasonableness of a person's conduct.
Recognize the components of negligence damages.
Identify the elements of negligence defenses.
Understand what constitutes negligence.
Distinguish among intentional, negligent, and innocent misrepresentation.
Identify possible areas of liability.

LEGAL 240 : Civil Litigation
Credits 5

Quarter Offered Spring
Introduction to the litigation process and the relationship of litigation to other legal specialties. Learn the civil litigation process and identify different types of civil litigation cases. Topics include commencement of a civil action, pleadings and motions, parties to a case, discovery of evidence, trials, judgments, and appeals, as well as alternatives to litigation. This class may include students from multiple sections.
Prerequisites
Completion of or concurrent enrollment in AOS 105 and AOS 170
Course Outcomes

Describe the roles of legal personnel in the civil litigation process.
Identify the proper court in which to initiate a lawsuit.

Research and analyze the evidence in the case.
Locate, preserve, and organize evidence in a civil case.
Explain the process of filing a complaint.
List the possible responses and consequences of a complaint response.
Explain the purpose of serving and filing motions in court.
Relate the paralegal's duties in compiling a settlement brochure.
Determine the paralegal's responsibilities for trial preparation.
Describe the paralegal's role in post-trial appeals.

LEGAL 250 : Paralegal Internship

Credits 1-5
Quarter Offered Fall, Winter, Spring
Work-place learning in a legal services office. Aid attorneys with legal research, interview and provide advice to clients, and assist in case planning. Assist with development of self-help materials for pro-se litigants, training materials for staff and clients, and work on other special projects depending on the needs of the office. This class may include students from multiple sections.

This class has a $7.21 liability insurance course fee.
Course Outcomes
Conduct legal research and analysis.
Conduct scientific research and analysis.
Draft memoranda, affidavits and briefs.
Research prospects for new litigation, including both factual and legal claims.
Assist with the development of litigation strategies.
Prepare reports, training and advocacy materials.

PE Professional (PEPRO)

PEPRO 101 : Coaching Youth Soccer

Credits 2

Quarter Offered Spring

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Demonstrate competency in planning an age-appropriate activity and lesson plan.
Understand laws of the game, prevention and care of injuries, nutrition, sleep and hydration.
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.

PEPRO 102 : Advanced Coaching for Youth Soccer

Credits 5

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. (Elective)

Course Outcomes

Teach the Principles of Play in a training environment.
Apply the Principles of Play to functional group roles in a full team system.
Plan a sequence of training and development of youth players.

PEPRO 110 : Sports Officiating

Credits 3

Quarter Offered Fall

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Teach the Principles of Play in a training environment (7v7 to 9v9).
Apply the Principles of Play to functional group roles in a full team system.
Plan a sequence of training and weekly cycles to complete a seasonal plan.

Philosophy (PHIL/PHIL&)

PHIL& 101 : Introduction to Philosophy

Credits 5

Quarter Offered Fall (odd year), Winter (odd year)
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. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites
Eligibility for or completion of ENGL& 101

Course Outcomes

Explain the nature, method, and value of philosophy.
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.
Explain, defend, apply, and evaluate philosophically important moral theories, such as ethical relativism, utilitarianism, Kantianism, and elitism.
Explain, defend, apply, and evaluate various conceptions of the legitimate purpose of the state, such as anarchist, democratic, libertarian, and rights conceptions.
Explain, defend, apply, and evaluate traditional theories of knowledge, such as the theories developed by Descartes, Locke, and Hume.

PHIL& 115 : Critical Thinking

Credits 5

Quarter Offered Occasionally
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. This class may include students from multiple sections. (Humanities, Elective)

Course Outcomes

Define and apply concepts of truth, validity, and soundness.
Define and apply concepts of ambiguity and vagueness.
Define and apply various informal fallacies.
Define and apply induction by enumeration, statistical syllogism, and arment from analogy.
Define and apply principles of correct causal reasoning.
Define and apply sources of truth.

PHIL& 120 : Symbolic Logic

Credits 5

Quarter Offered Fall (odd year)
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. This class may include students from multiple sections. (Quantitative Skills, Natural Sciences, Elective)

Prerequisites
P (2.0 or higher) in MATH 90 or equivalent

Course Outcomes

Define the concepts of truth, validity, and soundness.
Symbolize truth-functional sentences using symbolic notation.
Using truth-tables and the truth-tree method for assessing validity.
Construct proofs using the rules of propositional logic.
Apply the methods of conditional and indirect proof.
Symbolize quantified, predicate, and relational sentences using symbolic notation.
Construct proofs using the rules of predicate logic.
Providing interpretations to establish invalidity.

PHIL 130 : Ethics and Contemporary Moral Issues

Credits 5

Quarter Offered Spring (odd year)
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. This class may include students from multiple sections. (Humanities, Elective)

Prerequisites
Eligibility for or completion of ENGL& 101

Course Outcomes

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.
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.

Phlebotomy (MED)

MED 125 : Introduction to Phlebotomy

Credits 5

Quarter Offered Fall

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.

Prerequisites

Phlebotomy Program Admittance

Course Outcomes

Review standards and guidelines relevant to patient care and the phlebotomy profession.
Learn how to use an educational electronic medical record system to document patient care, orders, and lab results.
Explore regulatory issues and legal considerations relevant to the profession.
Discuss issues related to patient confidentiality and patient rights.
Review and discuss human anatomy and blood collection sites and techniques.
Describe physical requirements of the profession.

MED 126 : Intermediate Phlebotomy with Lab

Credits 9

Quarter Offered Winter

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.

This class has a $90 medical assisting course fee.

Prerequisites

Phlebotomy Program Admittance; MED 102 and MED 125 with a 2.0 or higher

Course Outcomes

Perform tasks within their scope of practice.
Respond to verbal and nonverbal cues when interacting with patients, providers, and staff.
Adhere to regulations regarding workplace safety.
Perform capillary, venous, and arterial invasive procedures related to blood withdrawal.
Perform electrocardiograms.
Complete blood borne pathogen training and comply with safety signs, symbols, and protocols.
Perform CLIA-waived tests.
Perform aseptic handwashing.
Implement critical thinking skills in various areas, including infection control and documenting or reporting test results.
Identify quality assurance and quality control practices in the medical setting.

MED 127 : Advanced Phlebotomy with Externship/Capstone

Credits 10

Quarter Offered Spring

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.

Prerequisites
Phlebotomy Program Admittance; MED 126 with a 2.0 or higher
Course Outcomes

Comply with laws and standards governing specimen collection as related to reliability and accuracy in lab testing.
Select appropriate equipment for the test ordered and type of patient.
Review and clarify orders and identify patients according to regulatory standards.
Recognize commonly ordered tests and the tubes needed for collection.
Perform appropriate post-test patient care.
Report results and critical values for point of care procedures.
Develop professional portfolio, including resume, cover letter, reference list, and letters of reference.
Complete a clinical externship, earning a minimum of 100 hours of patient care experience in the lab.
Participate in practice sessions to prepare for the national credentialing exam and job interviews.
Apply for MA-P credential.

Physical Education (PE)

PE 108 : Conditioning & Wellness
Credits 1

Quarter Offered Fall, Winter, Spring
Applies health-and-wellness principles, cardiovascular fitness, and strength training for a comprehensive fitness program. Emphasis on circuit training. This class may be repeated for up to three times for three credits. This class may include students from multiple sections. (Elective)
Course Outcomes

Learn and apply the fundamentals of body conditioning i.e. warm-up, stretching and proper cardiovascular training techniques.
Participate in a variety of conditioning opportunities to discover how cross training enhances cardiovascular development and interest in fitness.
Demonstrate increased knowledge of proper health and fitness practices.
Identify and develop habits that can lead to a life of good health and fitness.

PE 142-144 : Yoga I-III
Credits 1

Quarter Offered Fall, Winter, Spring
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 may include students from multiple sections. (Elective)
Course Outcomes

Perform yoga poses such as inversion, twisting, and balancing variation.
Execute proper alignment in physical poses.
Perform yoga flow (vinyasa) combinations.
Discuss the benefits of poses, breathing, and relaxation techniques used in class.
Apply meditation/mindfulness techniques to center and calm.

PE 151 : Tae Kwon Do
Credits 1

Quarter Offered Fall, Winter, Spring
Self-defense, self-discipline, and physical development. Safe and controlled use of kicks, punches, and blocks. This class may include students from multiple sections. (Elective)
Course Outcomes
Level 151-153 (Beginning) cover Tae Kwon Do Forms 1-3. Students will:

Demonstrate correct form when executing moves that include kicks, stepping, jumping, “Sir Form”, crane stance, and kick variations
Recognize basic Korean words associated with Tae Kwon Do
Demonstrate safe sparring techniques
Demonstrate how to use safety gear correctly
Demonstrate the required forms for earning yellow, orange and green belts

Levels 154, 159 (Intermediate) builds on skills achieved in Levels 151-153 and adds new forms from Tae Kwon Do 4-5. Students will:

Perform all new moves accurately
Demonstrate the required forms for earning blue, purple and brown belts

PE 162 : Weight Training
Credits 1

Quarter Offered Fall, Winter, Spring

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 may be repeated up to three times for a total of three credits. This class may include students from multiple sections. (Elective)

Course Outcomes

Learn and apply the fundamentals of weight training, i.e. warm-up, stretching and proper lifting technique.
Identify the basic muscle groups and determine how best to strengthen and tone them.
Demonstrate increased knowledge of strength training and proper health and fitness practices.
Identify and develop habits that can lead to a life of good health and fitness.

PE 230-232 : Advanced Soccer for Men I, II, III

Credits 1-2

Prepares for competition in soccer at the community college level. This class may be repeated for up to two credits. This class may include students from multiple sections. Instructor permission is required. (Elective)

Prerequisites

Instructor permission

Course Outcomes

Prepare for competition in soccer at the community college level.

PE 243-245 : Advanced Soccer for Women I, II, III

Credits 1-2

Prepares for competition in soccer at the community college level. This class may be repeated for up to two credits. This class may include students from multiple sections. Instructor permission is required. (Elective)

Prerequisites

Instructor permission

Course Outcomes

To improve on the fundamentals of soccer, i.e. dribbling, passing, shooting, and all other aspects of soccer.
To identify the basic rules of soccer.
To improve on offensive and defensive strategies.
To teach basic principles of team work, sportsmanship, and fair play.

Physics (PHYS&)

PHYS& 110 : Physics for Non-Science Majors with Lab
Credits 5

Quarter Offered Occasionally
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Course Outcomes

To build models of real-world phenomena using physics concepts, then use those models to analyze/predict phenomena.
To be able to identify and analyze interactions between objects in terms of the underlying physics, and to show/explain this to another person.
To carry out and interpret experiments in the laboratory, and to correctly answer questions related to the content covered.
To successfully communicate ideas through classroom participation, writing, and graphics.

PHYS& 114 : General Physics I with Lab
Credits 5

Quarter Offered Fall
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. Working knowledge of algebra and trigonometry: one year high school physics is recommended. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for ENGL& 101; MATH 98 or equivalent high school mathematics
Course Outcomes

Describe, explain, and use concepts of one-dimensional motion to solve 1-d motion problems.
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.
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.
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.
Carry out and interpret experiments in the laboratory to answer mechanics-related questions during lab, as well as on assessments.

PHYS& 115 : General Physics II with Lab
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections. (Elective)
Prerequisites
PHYS& 114 or instructor permission
Course Outcomes

Describe, explain, and use concepts relating to fluids to analyze and solve problems.
Describe, explain, and use principles of thermodynamics to solve thermodynamics problems, including heat, entropy, and atomic models.
Describe, explain, and use concepts surrounding electric interactions for static charge distributions.
Describe, explain, and use concepts of electric potential, current, and resistance in solving electrical circuits problems.

Describe, explain, and use concepts magnetism for permanent magnets and electromagnets, including changing electric and magnetic fields.
Carry out and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well on assessments.

PHYS& 116 : General Physics III with Lab

Credits 5

Quarter Offered Spring

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. This class may include students from multiple sections. (Elective)

Prerequisites

PHYS& 115 or instructor permission

Course Outcomes

Describe, explain, and use concepts and formulas to analyze and solve problems relating to superposition, oscillations, traveling and standing waves, and sound waves.
Describe, explain, and use the concepts of the particle and wave models of light to solve problems and design and build optical instruments.
Describe, explain, and use Einstein's special relativity and quantum mechanics to analyze and solve problems dealing with relativistic speeds and quantized energies.
Describe, explain, and use the Bohr model to analyze and solve problems about atoms, molecules, and nuclear decay.
Carry out and interpret experiments in the laboratory to answer waves, optics, and modern physics questions during lab, as well on assessments.

PHYS& 221 : Engineering Physics I with Lab

Credits 5

Quarter Offered Fall

Basic principles of mechanics and experiments in mechanics for physical science and engineering majors. One year high school physics is recommended. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)

Prerequisites

Eligibility for ENGL& 101; MATH& 151 or taken concurrently

Course Outcomes

Describe, explain, and use concepts of one-dimensional motion to solve 1-d motion problems.
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.
Describe, explain, and use the concept of forces in explaining everyday phenomena, as well as solving dynamics problems, including work-related problems.
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.
Design, carry out, and interpret experiments in the laboratory to answer mechanics-related questions during lab, as well on assessments.

PHYS& 222 : Engineering Physics II with Lab

Credits 5

Quarter Offered Winter

Basic principles of electromagnetism, the mechanics of oscillatory motion, and experiments in these topics for physical science and engineering majors. This class may include students from multiple sections. (Elective)

Prerequisites

MATH& 152 which may be taken concurrently; PHYS& 221

Course Outcomes

Describe, explain, and use Einstein's special theory of relativity solve relativistic motion problems, especially as relates to conservation of momentum and energy.
Describe, explain, and use concepts surrounding electric interactions for static charge distributions.

Describe, explain, and use concepts of electric fields in deriving and using Gauss's law, work, energy, and capacitance in solving electrical problems.
Describe, explain, and use concepts magnetism for permanent magnets and electromagnets, including changing electric and magnetic fields, and how this relates to special relativity.
Describe, explain, and use Maxwell's equations to understand changing electric and magnetic fields, especially in the context of AC circuits.
Design, carry out, and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well on assessments.

PHYS& 223 : Engineering Physics III with Lab

Credits 5

Quarter Offered Spring

Electromagnetic waves, optics, waves in matter, and experiments in these topics for physical science and engineering majors. This class may include students from multiple sections. (Elective)

Prerequisites

Concurrent enrollment or successful completion of MATH& 163, PHYS& 222 or instructor permission

Course Outcomes

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.
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.
Describe, explain, and use concepts relating to fluids to analyze and solve problems.
Describe, explain, and use principles of thermodynamics to solve thermodynamics problems, including entropy and energy degradation.
Design, carry out, and interpret experiments in the laboratory to answer electricity and magnetism questions during lab, as well on assessments.

Political Science (POLS/POLS&)

POLS& 101 : Intro Political Science

Credits 5

Quarter Offered Fall, Winter, Spring

Nature and function of political institutions in major national systems. ENGL& 101 or concurrent enrollment is recommended. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Identify the ideologies and political philosophies that shape political science.
Explain the major concepts of political science.
Describe the development and role of the modern nation-state.
Explain the role of political and economic policies in the modern state.
Examine the differences between democratic and non-democratic states.
Assess the place of political culture in shaping a nation's political institutions.
Describe the basic functions of a nation's political and social institutions.
Analyze group interactions within a state, including political parties and elections.

POLS& 202 : United States Government

Credits 5

Quarter Offered Fall, Winter, Spring

Popular government in United States; theory and practice of national institutions. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Analyze the formation, concepts, and components of the United States Constitution.
Explain the idea of federalism and explain the role of states and the national government in America's political environment.
Demonstrate an understanding of America's political culture and examine the traits and beliefs of the American voter.
Identify America's major political parties, the core beliefs, and the impact special interest groups can have on their actions.
Explain the electoral process in the United States.
Analyze the organization and purpose of the Legislative, Executive, and Judicial branches of government.
Explain the modern media and its impact on public opinion.

POLS& 203 : International Relations

Credits 5

Quarter Offered Winter

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). This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Identify and discuss the main theoretical perspectives used to analyze international relations.
Apply theoretical concepts and perspectives to concrete, contemporary world events and issues.
Analyze the roles played by state and non-state actors in the international system.
Understand significant events in the history of international relations (e.g., the two World Wars, colonialism, and the Cold War).
Recognize and evaluate the increasing importance of issues that transcend state boundaries such as the environment, terrorism, etc.
Analyze how globalization is making the world "shrink" by leading to an increasingly interconnected and interdependent world.
Identify and locate countries, continents, etc. on a map.

POLS& 204 : Comparative Government

Credits 5

Quarter Offered Spring (even year)

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. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate an understanding of various forms of political systems of countries in the world.
Demonstrate familiarity with, and knowledge of, basic concepts, ideas, theories, and controversies in the field of comparative politics.
Learn how historical and cultural differences influence the practice of politics in various countries.
Recognize and evaluate some qualitative differences between various types of governance systems.
Compare and contrast variations across countries systematically and analytically.
Apply reading, writing, and verbal communication skills to examine and analyze important social, economic, and political issues of various countries.
Apply knowledge gained in the class to think critically about current events and global affairs.
Identify and locate continents, countries, capitals, etc. on a map.

POLS 125 : Political Ideas and Ideologies

Credits 5

Quarter Offered Fall (odd year)

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. ENGL& 101 is recommended. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Understand the importance of ideas to the study of politics.
Be familiar and conversant with the basic features of the political ideologies found in the international system.
Think critically and compare and contrast the different ideologies, both verbally and through written exercises.
Understand and explain the political ideologies that inform the two major political parties in the US (Democrat and Republican).
Recognize the shortcomings of various ideologies in theory and practice as they relate to nation-state governance.

Psychology (PSYC/PSYC&)

PSYC& 100 : General Psychology
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
Introduction to science of behavior. Emphasis on biological foundations of behavior, cognition, learning, intelligence, motivation, memory, personality, and psychological disorders. This class may include students from multiple sections. (Social Sciences, Elective)
Prerequisites
Completion of ENGL& 101 or concurrent enrollment
Course Outcomes

- Describe the principles of psychology's major paradigms and understand the influence of major theorists on the role psychology plays in western civilization.
- Identify the methods of research and theory building in psychology.
- Describe basic neuron structure and function, and the function of the brain in rudimentary form.
- Demonstrate mastery of the learning foundation of behavior.
- Describe the basic stages, cognitive processes, functions and limitations of human memory.
- Demonstrate an understanding of the importance of the concept of Consciousness.
- Understand the role cognition plays in language, decision making, and basic problem solving.
- Demonstrate a basic understanding of social forces and their influence on behavior.
- Identify important symptoms and features of major mental disorder categories.
- Describe basic approaches to treatment of psychological disorders and the characteristics of treatment providers.

PSYC& 200 : Lifespan Psychology
Credits 5

Quarter Offered Fall, Winter, Spring
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. This class may include students from multiple sections. (Social Sciences, Elective)
Prerequisites
PSYC& 100
Course Outcomes

- Identify the major theories of development used in the fields of developmental and lifespan psychology.
- Understand the research methods used to investigate development across the lifespan.
- Explain the influence of biology and genetics on development.
- Describe major events during prenatal development and childbirth.
- 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.
- Understand and describe death and dying, and be able to identify major end of life issues.

PSYC& 220 : Psychological Disorders
Credits 5

Quarter Offered Fall
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 may include students from multiple sections. (Social Sciences, Elective)
Prerequisites
PSYC& 100
Course Outcomes

- Be able to define and explain the concept of abnormality.
- Explain how disorders are caused and influenced by many different factors including biology, culture, psychology, genetics, and more.

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).
Recognize and explain major research methods and techniques used to investigate disorders in abnormal psychology.
Identify and describe the symptoms, etiologies, features, and treatments of the following disorder families:

a. Anxiety disorders, including phobias and generalized anxiety disorder;

b. Stress disorders, including post traumatic stress disorder and acute stress disorder;

c. Mood disorders, including the various forms of depression and bipolar disorder;

d. Suicide and suicidal behavior;

e. Psychotic disorders, with an emphasis on schizophrenia;

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;

g. Personality disorders;

h. Dissociative disorders and somatoform disorders;

i. Eating disorders, with an emphasis of anorexia nervosa and bulimia nervosa;

j. Substance abuse disorders;

k. Developmental disorders, with particular emphasis on ADHD and Autism;

l. Sexual disorders

PSYC 205 : Human Growth and Development
Credits 5

Survey of human development, focusing on sequences and concepts of physiological, cognitive, social, and emotional development from conception through adolescence. This class may include students from multiple sections. (Elective)
Prerequisites
PSYC& 100 or instructor permission
Course Outcomes
Demonstrate an increase in psychological mindedness.
Demonstrate an increase in the use of psychological terminology.
Demonstrate an increase in tolerance and understanding of the complexity of the human situation.
Demonstrate the ability to express in writing one's philosophy of life and explain it verbally.
Understand and appreciate Human Nature, including the satisfaction of needs, the role of habit, and the potential humans have for mental and emotional growth.
Apply a goal orientation to one's life plan.
Appreciate the value and skills included in communication and intimacy.
Apply the "creative" system to one's career development.
Apply principles of scientific method to the study of human experience.
Discuss the major theoretical schools in the field of psychology to a limited extent.
Apply basic psychological principles to the analysis of human experience.
Comprehends experimental research within the field of social psychology.
Identify a range of topics that can be applied to increase understanding of vital but complex social issues.
Grow in capacity for empathy and understanding as he/she increases their store of psychological constructs that can be applied to the human condition.
Develop an affirmative plan of action.

PSYC 210 : Cognitive Psychology

Credits 5

Quarter Offered Spring (odd year)

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

PSYC& 100

Course Outcomes

Develop and apply critical thinking skills by understanding the scientific method and how it is applied to cognitive psychology.
Describe the advantages and disadvantages of cognitive models as they help us understand the relationship between the mind and the brain.
Apply the ecological perspective to the relationship between perception and action.
Explain the role of attention in cognitive processing.
Use evidence from memory research to identify the differences between short term memory, working memory, and long term memory.
Explore research on the reconstructive nature of memory to better understand memory errors.
Explain the different cognitive models used to define knowledge and learning to understand the means by which the brain organizes knowledge.
Investigate the way that the brain processes language, and the role language plays in shaping our cognitions.
Apply cognitive principles to better understand the processes of decision making and problem solving.

PSYC 250 : Social Psychology

Credits 5

Quarter Offered Spring (even year)

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. This class may include students from multiple sections. (Social Sciences, Elective)

Prerequisites

PSYC& 100 or SOC& 101

Course Outcomes

Expand knowledge of major social psychological studies and theories.
Identify social psychological questions and hypotheses from daily life.
Develop basic ability to find, comprehend, and think critically about social psychological research.

PSYC 294 : Research Topics in Psychology

Credits 1-2

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. This class may include students from multiple sections. (Elective)

Course Outcomes

Develop and implement a Psychology research project.

Quileute (QUIL)

QUIL 121 : Introduction to the Quileute Language
Credits 5

Quarter Offered Fall, Winter
This course is an introduction to the language of the Quileute-speaking tribes (the Quileute and Hoh). Students will begin by learning the phonetics (pronunciation and writing) of Quileute sounds and basic grammar. Emphasis will be on practical vocabulary, phrases and sentence-building for social interaction and public speaking as well as writing the Quileute language. Classes will also include Quileute cultural content and relevant language. (Elective)
Course Outcomes

Demonstrate the use of the Quileute language in daily social and family settings, as emphasized in the lesson content, and to read and write Quileute.
Develop conversational ability with regard to a variety of topics.
Discuss appropriate behavior and speeches for ceremonial settings, meetings and intertribal activities such as the Paddle Journeys.
Discuss language in the context of tribal culture, history and territory (including the Chemakum people).

QUIL 122 : Quileute Language II
Credits 5

Quarter Offered Winter, Spring
This intermediate course builds on QUIL 121, the introduction to the language of the Quileute-speaking tribes (the Quileute and Hoh). Students will continue studying the phonetics (pronunciation and writing) of Quileute sounds and basic grammar. Emphasis will be on practical vocabulary, phrases and sentence-building for social interaction and public speaking as well as writing the Quileute language. Content will also feature translation exercises based on traditional Quileute stories in Andrade's 1931 reprint Quileute Texts. This class may include students from multiple sections. (Elective)
Prerequisites
QUIL 121
Course Outcomes

Use the Quileute language in daily social and family settings, as emphasized in the lesson content.
Develop and demonstrate more conversational ability with regard to a variety of topics.
Discuss appropriate behavior and speeches for ceremonial settings, meetings and intertribal activities.
Analyze and reflect on the Quileute language in the context of traditional storytelling, history, contemporary tribal culture, and territory (including the Chemakum people).
Apply grammatical understanding of the Quileute language through translation exercises.
Demonstrate ability to read and write the Quileute language

QUIL 123 : Quileute Language III
Credits 5

Quarter Offered Spring
Builds grammatically to "intentive" (future) tense constructions. Target vocabulary expands to include the five senses and lead words like auxiliary verbs, size, degrees, adjectives, question words, location and emotion. Common phrases to express opinion, thought and planning will be used to help speakers express themselves in the language. This class may include students from multiple sections. (Humanities, Elective)
Prerequisites
QUIL 122 or instructor permission
Course Outcomes

Discuss how Spirit World considerations created a distinctive Intentive tense in Quileute rather than a Future tense. Discuss the intentive marker and how it's used to signal wishes, hopes, goals, or actions.
Compare texts and charts to aid understanding, speaking, reading, listening, or writing in Quileute.
Increase descriptive and lead word vocabulary: auxiliary verbs, color, size, emotions, locations, question words, three sets of object pronouns, and situational dialogues.

Social Sciences (SOCSI)

SOCSI 101 : Contemporary Global Issues

Credits 5

Quarter Offered Fall, Winter, Spring, Summer

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. (Social Sciences, Elective)

Course Outcomes

Understand and discuss—both verbally and in written form—major issues and problems confronting the world today.

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.

Develop a clear understanding of what globalization is and how it links the fates of nations and individuals in the world.

Apply basic concepts and theories to real-life events and problems.

Think critically and analytically about these issues and be able to form your own judgment regarding them.

Sociology (SOC/SOC&)

SOC& 101 : Introduction to Sociology
Credits 5

Quarter Offered Fall, Winter, Spring, Summer
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. Completion of ENGL& 101 or concurrent enrollment recommended. This class may include students from multiple sections. (Social Sciences, Elective)
Course Outcomes

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.
Identify the ways in which sociologists gather, interpret, and evaluate data, including both quantitative and qualitative methodologies.
Analyze and explain the components of culture and their impact on shaping human behavior and one's own world view.
Describe systems of stratification, including global inequality, racial stratification, social class, and gender stratification.
Demonstrate an understanding of society as constructed, maintained, and changed through human action.
Develop what C. Wright Mills called a "sociological imagination", enabling you to understand your life in the context of broader historical trends and social processes.
Apply knowledge of societal structures and processes in critically examining problems facing various social institutions (i.e. family, education, media, economy, government, criminal justice, etc.).

SOC& 201 : Social Problems
Credits 5

Quarter Offered Winter
This course explores the definition, causes, consequences, and solutions to social problems in U.S. society. We use sociological perspectives to examine some of the most critical problems facing society such as gun violence, racism, climate change, income inequality and poverty. The course examines how race, class, and gender inequalities contribute to and manifest as social problems. We also examine the roles of policymakers, social advocates, and the media in the process of defining social problems. This class may include students from multiple sections. (Social Sciences, Elective)
Course Outcomes

Demonstrate understanding of the structural and historic roots of social problems.
Examine critically "taken for granted" societal arrangements and learn how they contribute to or cause social problems.
Demonstrate how various social problems are interrelated.
Apply a sociological imagination to understanding social problems.
Acquire knowledge of the range of major social problems impacting the United States.
Analyze the role of power in the definition and labeling of social problems.
Describe a specific local or regional social problem and explain its causes and propose solutions.
Demonstrate an awareness of the complexities of social problems and the difficulties in resolving them.
Identify various sociological perspectives used to analyze social problems.

SOC 115 : Understanding Diversity
Credits 5

Quarter Offered Fall, Winter, Spring
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. This class may include students from multiple sections. (Social Sciences, Elective)
Course Outcomes

Distinguish between difference and inequality.

Evaluate the sociological perspectives on racial, ethnic, and religious groups in the United States.
Explain the social construction of inequality by race, ethnicity and religious groups.
Analyze the stereotypes, images, prejudices, and behaviors regarding racial, ethnic and religious groups.
Compare and contrast the similarities and differences in the experience of selected racial, ethnic and religious groups in the United States.
Analyze the important issues related to diverse population groups in the United States.
Evaluate the current indicators of discriminatory practices against diverse populations in the United States.

SOC 120 : Sociology of Deviance

Credits 5

Quarter Offered Occasionally
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. This class may include students from multiple sections. (Elective)
Prerequisites
SOC& 101 or instructor permission
Course Outcomes
Define societal deviance and interpret its relation to social norms and values.
Identify historical ideas and trends regarding the nature, causes, and treatment of deviance.
Apply basic sociological perspectives to the causes and occurrence of societal deviance.
Identify and interpret the relationship between deviance, power and social control in contemporary society.
Critically analyze contemporary issues associated with deviance and social control.
Identify and interpret social controls on deviance, including their history and application.

SOC 205 : The Contemporary Family

Credits 3

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. This class may include students from multiple sections. (Elective)
Prerequisites
SOC& 101, or 10 credits of ECE, or instructor permission
Course Outcomes
Exhibit an understanding of professional ethics and behaviors.
Assess individual strengths and limitations as a "Helping Professional."
Develop basic diagnostic and data gathering skills.
Identify various types of counseling techniques.
Develop an understanding of the various community resources
Identify, understand, and apply general principles of Sociological theory.
Have some acquaintance with Sociological method, theory, and terminology
Have a deeper understanding of how (and why) humans behave in groups.

SOC 230 : Sociology of Gender and Sexuality

Credits 5

Quarter Offered Fall
This class explores gender and sexuality as organizing principles of identity, interactions, and social institutions. The class emphasizes the intersection of gender, sexuality, race, class, and age in shaping contemporary inequalities. Major theoretical approaches to gender and sexuality will also be introduced. Other topics include media, family, culture, relationships, work, and social movements. This class may include students from multiple sections. (Social Sciences, Elective)
Course Outcomes
Upon successful completion of this course, students will be able to:

Apply major sociological perspectives, theories, and concepts to the analysis of issues related to gender and sexuality.
Explain the meaning of gender as a social construction.

Analyze how gender is an organizing principle of society and its institutions like the economy, politics, and the family.
Analyze how social structure and culture shape gendered identities and experiences.
Apply sociological concepts and theories to your personal experiences and to your observations of others.
Identify how imbalances in power shape gender dynamics at the interpersonal and structural levels.
Identify the main agents of gender socialization and their impact on children's and adults' gender construction.
Explain and analyze the intersections of gender with race and ethnicity, social class, sexuality, and other social identities.
Explain and evaluate the ways in which individuals' social positions and identities shape their attitudes and views regarding gender.

SOC 235 : Sociology of Food

Credits 5

Quarter Offered Spring

This class explores society's relationship with food and agriculture. We examine practices of production, distribution, preparation, and consumption of food. From seeds to the waste stream, we learn what social, political, and economic factors shape our food system and our food choices. Our focus will be both global and local as we investigate the relationships between food, culture, inequality, and ecology. Food justice and food security are organizing themes of the course. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Demonstrate a general knowledge and comprehension of food and culture from a sociological perspective.
Discuss the social construction of food as a form of cultural expression.
Demonstrate understanding of food access, consumption, and politics as an issue of justice.
Assess the ecological implications of the current global food system, especially industrial agricultural production.
Describe the complexities of the modern industrial food complex.
Identify sustainable and alternative models of food production.
Demonstrate structural explanations for food insecurity and hunger.
Examine our own eating habits through a sociological lens.
Explain how the production, distribution, and consumption of food reflect deeper social patterns and inequalities.
Describe how food patterns vary according to race, class, and gender.

SOC 245 : Indians and Museums

Credits 5

Quarter Offered Occasionally

An introduction to types of museums, with a focus on Indigenous museums and indigenized museums, and the roles of such institutions within society. This course explores historical and current issues of power structures forming narratives and representations about identity, race, ethnicity, culture, history, and gender within museums. Social justice and social change are important themes for this course. This class may include students from multiple sections. (Social Sciences, Elective)

Course Outcomes

Identify how power structures shape narratives and representations of identity, race, gender, culture, ethnicity, and history within mainstream museums and indigenous museums in North America.
Explain how multiple social institutions such as politics, the legal system, and education influence the museum field within Indian Country and in mainstream North America.
Analyze important issues and perspectives across diverse communities and build an understanding of tribal, regional, state, and national museum involvement in social work and social change in North America.
Apply sociological concepts and theories to the analysis of historical and current issues within the museum field in regard to decolonizing museums, integrating perspectives of Indigenous museum professionals, and the uniqueness of indigenized museums in North America.
Examine conventional Western methodologies as having shaped museums and compare and contrast museums that implement Indigenous pedagogies, methodologies, and "ways of knowing".

Spanish (SPAN/SPAN&)

SPAN& 121 : Spanish I

Credits 5

Quarter Offered Fall

Begins 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 may include students from multiple sections. (Elective)

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
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.
Apply appropriate grammatical structures.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

SPAN& 122 : Spanish II

Credits 5

Quarter Offered Winter

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 may include students from multiple sections. (Elective)

Prerequisites

SPAN& 121, one year of high school Spanish, the equivalent, or instructor permission

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
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.
Apply appropriate grammatical structures.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

SPAN& 123 : Spanish III

Credits 5

Quarter Offered Spring

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 may include students from multiple sections. (Humanities, Elective)

Prerequisites

SPAN& 122, two years high school Spanish, the equivalent, or instructor permission

Course Outcomes

Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.
Apply new Spanish vocabulary through a variety of written and oral assignments at the basic level.
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.
Awareness of the importance of foreign languages to professions and careers.
Demonstrate an understanding of cultural elements and their role that influences the language and the culture of the Spanish - speaking countries.

SPAN 104 : Beginning Spanish Conversation I

Credits 1

Quarter Offered Fall

A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
Listen actively and respond in Spanish at a beginner level.
Discuss diverse societies and cultures.

SPAN 105 : Beginning Spanish Conversation II

Credits 1

Quarter Offered Winter

A continuation from SPAN 104. A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. SPAN 104, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
Listen actively and respond in Spanish at a beginner level.
Discuss diverse societies and cultures.

SPAN 106 : Beginning Spanish Conversation III

Credits 1

Quarter Offered Spring

A continuation from SPAN 105. A mixture of grammar, culture, pronunciation, listening and speaking at a beginner level. For beginning and ongoing students of the Spanish language. SPAN 105, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at a beginner level.
Listen actively and respond in Spanish at a beginner level.
Discuss diverse societies and cultures.

SPAN 107 : Intermediate Spanish Conversation I

Credits 1

Quarter Offered Fall

A continuation from SPAN 106. A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. SPAN 106, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in Spanish at an intermediate level.
Discuss diverse societies and cultures.

SPAN 108 : Intermediate Spanish Conversation II

Credits 1

Quarter Offered Winter

A continuation from SPAN 107. A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. SPAN 107, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in Spanish at an intermediate level.
Discuss diverse societies and cultures.

SPAN 109 : Intermediate Spanish Conversation III

Credits 1

Quarter Offered Spring

A continuation from SPAN 108. A mixture of grammar, culture, pronunciation, listening and speaking at an intermediate level. For intermediate and ongoing students of the Spanish language. SPAN 108, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an intermediate level.
Listen actively and respond in Spanish at an intermediate level.
Discuss diverse societies and cultures.

SPAN 110 : Advanced Spanish Conversation I

Credits 1

Quarter Offered Fall

A continuation from SPAN 109. Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. SPAN 109, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
Listen actively in Spanish and respond at an advanced level.
Discuss diverse societies and cultures.

SPAN 111 : Advanced Spanish Conversation II

Credits 1

Quarter Offered Winter

A continuation from SPAN 110. Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. SPAN 110, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
Listen actively in Spanish and respond at an advanced level.
Discuss diverse societies and cultures.

SPAN 112 : Advanced Spanish Conversation III

Credits 1

Quarter Offered Spring

A continuation from SPAN 111. Continue your knowledge of the Spanish language at an advanced level. Class is conducted completely in Spanish. SPAN 111, equivalent or instructor permission recommended. This class may include students from multiple sections. (Elective)

Course Outcomes

Write and speak in Spanish for a variety of purposes and audiences at an advanced level.
Listen actively in Spanish and respond at an advanced level.
Discuss diverse societies and cultures.

Teacher Education (EDUC, Bachelor of Applied Science)

EDUC 300 : Education, Schooling & Society

Credits 5

Quarter Offered Fall

This course serves as an introduction to the purposes of schooling in the United States. Topics covered include issues in schooling/society; teachers' dispositions, roles, responsibilities; the social, cultural, and historical origins of schooling; theory and philosophy of teaching and learning; and the diverse ways that humans know, be, do, learn, and interact. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Describe the development of the American public education system and how historical factors shaped the current system in writing, orally, and through visual representations.

Describe and demonstrate understanding of several current issues involved in public education and how they are connected.

Describe educational philosophies and articulate your own educational philosophy.

Demonstrate understanding of and engagement with dispositions appropriate to public education and citizenship orally, in writing, and through engagement/participation in course with instructor, materials, and other students (as connected to the Washington State Code of Ethics, Core Teacher Standards, and other articulations).

Identify and communicate varying ways to manage institutional and systemic forces so that teaching accords with high standards of disciplinary content, social justice, equity, and educational/social ideals.

Comprehend and communicate how differences in race, culture, gender, ability, income, background, and other identifiers affect educational and social opportunity.

Articulate the multiple, and sometimes conflicting, purposes of schooling in a democratic society.

Define the role of the educator in the program setting and describe the nature of relationships among children, parents, educators and educational programs.

Demonstrate understanding of self, role(s) and place within education, schooling and society as a citizen, parent, professional and/or educator in writing and orally.

EDUC 310 : Indigenous Perspectives

Credits 3

Quarter Offered Fall

This course engages Teacher Candidates in contemporary indigenous history, emphasizing local Tribes through the "Since Time Immemorial" curriculum. Teacher Candidates will learn how to teach about indigenous cultures, how to work with indigenous learners, families, and communities, and learn how to incorporate indigenous knowledge into their work. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Describe how physical geography affects the distribution, culture, and economic life of local Tribes and what the implications are for teaching and learning.

Explain the complexities of the legal status of Tribes who "negotiated" or who did not "negotiate" settlement for compensation for the loss of their sovereign homelands and what the implications are for teaching and learning.

Describe how political, economic, and cultural forces are consequential to the treaties that led to the movement of Tribes from long-established homelands to reservations and explain what the implications are for teaching and learning.

Describe the ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence and what the implications are for teaching and learning.
Demonstrate understanding of what Tribes do to meet the challenges of reservation life; and as sovereign nations, what local Tribes do to meet the economic and cultural needs of their Tribal communities and what the implications are for teaching and learning.

EDUC 320 : Structured Literacy for Diverse Readers and Writers
Credits 5

Quarter Offered Fall
Teacher Candidates investigate first and second language acquisition theories and implications for instruction in elementary schools through the study of theoretical linguistics applied linguistics, emphasizing analysis of the features of academic language used in schools. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Teacher Education BAS Program Admittance; Completion of ECED& 180 or Instructor Permission
Course Outcomes
Describe key concepts related to the diversity of multilingual learners and how they relate to teaching and learning.
Demonstrate understanding of the major theories of first and second language acquisition and the ways they relate to teaching and learning.
Analyze the academic language/language demands in elementary resources using knowledge of the system of language/linguistics and present findings.
Apply instructional strategies appropriate for language learners that reflect the principles for exemplary teaching of English learners.
Develop the language targets and linguistic supports for students at various levels of language proficiency.

EDUC 330 : The Teacher as Leader I
Credits 2

Quarter Offered Fall
Teacher Candidates will explore what leadership is, how/why they are leaders, and various models of teacher leadership. Specific opportunities/responsibilities to lead as professionals (with peers, students, families, paraprofessionals) will be considered. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Teacher Education BAS Program Admittance
Course Outcomes
Define Teacher Leadership and develop a plan for yourself as a leader, considering the multiple stakeholders with whom you interact.
Demonstrate understanding of the Washington State code of professional conduct for education practitioners and how such standards can empower teachers as leaders.
Demonstrate understanding of the paraeducator standards of practice and how knowledge of these standards better prepares teachers to lead in ways that best serve students.

EDUC 340 : Cultural Responsiveness and Inclusionary Practices
Credits 4

Quarter Offered Winter
A focus will be on recognizing and proactively responding to issues of equity, diversity, and identity, considering education as a means to the development of cultural competence and advocacy. Teacher Candidates will explore the marginalization of various groups and the implications/impetus for change in education and schooling and consider our own sociocultural positionality and what it means for teaching. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 365

Course Outcomes

Demonstrate the knowledge, skills, and dispositions necessary to participate in a broad spectrum of culturally responsive and relevant educational practices.

Identify and utilize effective research-driven instructional techniques, strategies, and planning within the context of various racial, ethnic, cultural, socioeconomic, gender, and linguistic student populations.

Plan to integrate students' culture into classrooms in a responsible, respectful, and relevant way, grounded in sociohistorical contexts, diverse ways of knowing, being, and doing, and considering Funds of Knowledge.

Reflect on and critically analyze their own identities, positionality, attitudes and beliefs to challenge assumptions and stereotypes about students, families, communities, and traditionally marginalized groups.

EDUC 350 : Literacy Grades 4-8

Credits 5

Quarter Offered Winter

Teacher Candidates will explore theories, methods and materials for developing literacy skills including oral (listening and speaking) and written (reading and writing) language. Specific focus on assessment, word study, vocabulary development, fluency, writing, and the science of reading. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Select and plan to implement a wide range of assessment tools and practices for literacy learning.

Explain the importance of interpreting assessment results to inform instruction.

Articulate why the variability of reading levels of students in the same grade matters for how we instruct, differentiate, and assess.

Plan instructional interventions for individuals and flexible groups.

Demonstrate how to interpret assessment data to plan and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Develop an ability to include a broad range of texts including works representing and authored by a range of cultures, genders, and ethnicities globally and within the United States and for multiple audiences.

Demonstrate an ability to include historical context in the planning for the teaching of literature.

Articulate the elements of literature, explain how elements of genre influence comprehension of text, and why this is important for students' learning.

EDUC 360 : Curriculum and Instruction

Credits 4

Quarter Offered Winter

Focused on engaging in instructional planning and design, Teacher Candidates examine diverse, representative pedagogical approaches to teaching and learning. Starting with standards and considering the needs of individual learners, Teacher Candidates engage deeply in the process of planning for differentiation and engagement grounded culturally and trauma informed theory and practice. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 365

Course Outcomes

Explain how learning theories, developmental progression, and learner differences influence instructional planning.
Articulate what equitable lesson and unit planning for each and every learner should/could look like.
Plan and implement instruction based on state and national standards, learner characteristics, and context of school and community.
Create lesson plans incorporating a broad spectrum of instructional methods, differentiating instructional strategies based on learner characteristics in practicum.
Align instructional methods and assessments with standards.

EDUC 365 : Practicum I

Credits 1

Quarter Offered Winter

Teacher candidates invest approximately 1 day per week in the field observing teachers in multiple settings and experiencing how lesson and unit planning are put into action and adjusted to meet individual needs. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 340 and EDUC 360

Course Outcomes

Demonstrate professional Conduct and Dispositions.
Successfully complete one observation cycle with a lesson (co-)designed with a peer or mentor and (co-)taught in a field-based classroom.
Identify and reflect on elements of an ethical, equity-based classroom and how this relates to planning and instruction.

EDUC 370 : Exceptionalities

Credits 5

Quarter Offered Spring

Teacher Candidates will learn about atypically developing students and how teachers can connect to families and students. Teacher Candidates will explore major concepts, theories, and research about the characteristics of and requirements for educating atypically developing students. Strategies, assessments and IEP processes will be focused on the child, the family, and learning. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Apply knowledge of development and learning to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Create strategies for safe, inclusive, culturally and trauma responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Utilize general and specialized curricula to individualize learning for individuals with exceptionalities.
Utilize multiple methods of assessment and data sources in making educational decisions.
Select, adapt, and utilize a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Identify and participate in a classroom community that fosters student engagement, learning, and positive relationships.

EDUC 380 : Learning Mathematics

Credits 5

Quarter Offered Spring

Teacher Candidates develop a deep understanding of the purpose of mathematical discourse with an emphasis on mathematical practices. They examine how students learn math across all strands: number & operations, algebra, geometry, measurement, and data analysis & probability aligned with state and national standards and based on student needs. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Evaluate mathematics curricular materials and resources for elementary grades, based upon research based best practices and appropriateness for differentiated learner population (developmentally and culturally responsive).

Identify key milestones in the developmental progression of each of the math content domains of mathematical learning in the elementary grades.

Utilize different methods of counting to teach a conceptual understanding of cardinality, including place value, base-ten system, fractions, decimals, and real numbers.

Present mathematical concepts using multiple representations and through the recognition and use of patterns.

Design, enhance, adapt and implement developmental learning progressions, including conceptual and procedural milestones and common misconceptions, based on state/national standards and learner needs to deepen conceptual understanding.

Apply a variety of mathematical models, tools, and instructional strategies, including the use of technology, in order to connect mathematical concepts to real world problems and life experiences.

Apply conceptual understanding in analyzing and solving real world problems that require the use of ratios, rates, proportions, and scaling and explain connection to proportional relationships in geometry, measurement, statistics, probability and function.

Integrate discourse into learning activities and explain how language will be used to guide students in mathematical problems solving, argumentation, literacy, and deep conceptual understanding.

Represent proportional relationships using tables, graphs, equations, diagrams, mathematical models, and verbal descriptions.

Utilize and explain arithmetic operations for integers, rational, real numbers, and complex numbers using standard and alternative algorithms.

EDUC 390 : Assessment

Credits 3

Quarter Offered Spring

Teacher Candidates explore principles of formative and summative assessment using grade level expectations, best grading practices, technology platforms, and individual education plans as tools. Participants will design assessments with individual needs of students in mind. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 395

Course Outcomes

Align instructional methods and learning targets with assessments with standards.

Learn to effectively utilize state, district, and/or classroom assessments in ways that are culturally and trauma informed and responsive.

Design and utilize multiple diagnostic, formative, summative, and self-assessment strategies to assess and evaluate student growth and learning.

Analyze assessment results to reflect on and evaluate instructional effectiveness, determine impact on student growth and learning, and adjust instruction/intervention.

Utilize assessments, including rubrics, to promote student understanding of quality work and to build student capacity to improve self-reflection through peer feedback, evaluate progress, and set goals.

Modify assessment practices so that students with exceptional needs can demonstrate mastery of concepts in alternative ways.

EDUC 395 : Practicum II

Credits 2

Quarter Offered Spring

Teacher candidates invest approximately 2 days a week in the field applying principles of sound formative and summative assessment using grade level expectations and best grading practices, and individual education plans as tools. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 390

Course Outcomes

Demonstrate professional Conduct.

Successfully complete one observation cycle with a lesson (co-) designed with a peer or mentor and (co-)taught in a field-based classroom, focused on assessment methods and results.

Identify and reflect on elements of quality, equitable assessment connected to planning and instruction and student learning.

EDUC 400 : Learning (through) The Arts

Credits 2

Quarter Offered Fall

Teacher Candidates learn to integrate the arts (dance, drama/theatre arts, music and visual arts) into elementary curricula in meaningful ways that enhance students' self-awareness, wellness, and abilities to communicate with, consider, and interact with others and other cultures. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Explain how dance, music, theatre, and visual arts shape and reflect culture and history and demonstrate the connections the arts have to other disciplines, cultures, life, and work.

Articulate an understanding of how individual, social, and cultural factors influence academic and social/emotional development and interpersonal communication for a variety of audience and purposes.

Demonstrate the thinking skills used in the creation, communication of, and responding to the visual and performing arts.

Demonstrate how to access the support of the visual and performing arts through the school, district, community, and region.

Explain how the arts can support a linguistically, culturally, developmentally, trauma responsive approach to teaching and learning.

Articulate how learning in and through the arts supports the development of creativity, communication, collaboration, critical thinking, persistence, observation, and reflection, and how these capacities support wellness.

EDUC 410 : Learning Science

Credits 5

Quarter Offered Fall

Candidates will review engineering, earth, life, physical and space sciences to develop methods across STEM/STEAM domains, incorporating Next Generation Science Standards and research-based practices to develop inquiry-based lessons that are culturally and trauma informed and responsive and consider the diverse needs of students. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Apply the developmental and social foundations of learning as they relate to science and engineering practices by developing elementary lessons using the learning cycle.
Engage in designing instruction that integrates practices, crosscutting concepts, and disciplinary core ideas of the NGSS connected to standards.
Integrate science lessons with other subjects, including literacy, mathematics, the arts and appropriate technology.
Develop effective questioning and problem defining skills in order to guide students in exploration of science.
Articulate the importance of interactions between culture and science.
Articulate the contributions of diverse individuals to the development of STEM fields, and how science and technology have affected individuals, cultures, and societies throughout human history locally, regionally, nationally, and globally.
Integrate the use of appropriate tools, including technology and the arts.
Apply and communicate safety precautions and procedures relative to science investigations as well as demonstrates responsible use and disposal of live organisms according to Washington State law.

EDUC 420 : The Child and the Classroom

Credits 2

Quarter Offered Fall

Teacher Candidates examine current theory and research related to classroom communities and expand upon/apply their educational philosophy by connecting to the practice of building and maintaining a classroom community that involves families and is both culturally and trauma informed and responsive. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 425

Course Outcomes

Formulate a rationale for effective, research-based strategies for creating and maintaining a classroom that is culturally and trauma informed and responsive.
Develop and apply effective strategies to promote student learning, encourage collaboration, cooperation, positive social interactions, conflict management resolution, individual and group motivation, behavior interventions, and individual learner needs.
Create a personal, detailed Classroom Environment Plan based on effective, research-based practices that are culturally and trauma informed and responsive that includes family involvement/communication and builds on funds of knowledge theory.

EDUC 425 : Student Teaching I

Credits 5

Quarter Offered Fall

Classroom fieldwork placement focusing on activities related to planning and preparation of curriculum and instruction and professional responsibilities. Teacher Candidates complete approximately 3 days a week with a mentor teacher in the K-8 classroom and apply knowledge and skills from all professional education coursework. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 420

Course Outcomes

Demonstrate professional conduct.
Incorporate knowledge, skills, and dispositions learned throughout the program into the classroom environment.
Align instructional strategies with situations for learning by connecting theory and practice.

Implement multiple planning, teaching, assessment reflection cycles.
Utilize reflective practice and incorporate feedback to improve performance and student outcomes.

EDUC 430 : Learning Social Studies

Credits 3

Quarter Offered Winter

Teacher Candidates will examine the structure/content of K-8 Social Studies curriculum, identifying and practicing research-based instructional and assessment approaches. Emphasis will be placed on strategies to engage learners in participatory citizenship, inquiry, and diverse ways of knowing, being, and doing. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 445

Course Outcomes

Analyze social studies standards with a view to developing civic participation.
Facilitate a variety of classroom discussion formats to practice various dialogue and inquiry skills.
Create learning environments where students practice skills of social studies inquiry.
Create learning environments which involve students in civic engagement and decision making.
Evaluate the role of historical events and themes and how they shape the present and future in the Northwest, the United States, the world, and tribal, indigenous, and diverse cultures.
Identify and use effective formative assessment methodologies across the disciplines of social studies.
Access and develop classroom-based assessments to assess social studies content knowledge and civic behaviors.
Create learning environments which engage students in local and global issues.
Explain how social studies can support a linguistically, culturally, developmentally, trauma responsive approach to teaching and learning.

EDUC 440 : Language and Literacy

Credits 3

Quarter Offered Winter

Teacher Candidates will engage in the processes and products of writing, reading, speaking, listening, and viewing instruction, including the integration of writing across content areas. Specific focus is placed on how communication varies across platforms and cultures and why this is important to students' language and literacy development. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 445

Course Outcomes

Examine the writing process, its components, and its recursive, interactive, and collaborative nature, including the traits of effective writing.
Analyze how purpose, audience, mode, form, and perspective shape writing.
Implement strategies for writing related to topic, research, reliable sources, citing, and use of technology.
Analyze the influence of media on culture and on people's actions and communication.
Describe how individual, social, and cultural factors influence interpersonal communication.
Describe the characteristics and components of effective speaking and strategies for communicating effectively in large and small groups.
Analyze how communication forms and styles can be different amongst individuals from varying backgrounds and the importance of understanding this for culturally and trauma informed and responsive approaches to teaching.

EDUC 445 : Student Teaching II

Credits 10

Quarter Offered Winter
Classroom fieldwork placement focusing on activities related to planning and preparation of curriculum and instruction and professional responsibilities. Teacher Candidates are in the classroom full time with a mentor teacher in the K-8 classroom and apply knowledge and skills from all professional education coursework. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 430 and EDUC 440
Course Outcomes

Demonstrate professional conduct.
Incorporate knowledge, skills, and dispositions learned throughout the program into the classroom environment.
Align instructional strategies with situations for learning by connecting theory and practice.
Implement multiple planning, teaching, assessment reflection cycles.
Utilize reflective practice and incorporate feedback to improve performance and student outcomes.
Plan and enact full unit of study as outlined in BAS-TE Teacher Education Performance Assessment (TEPA).

EDUC 450 : Health and Wellness
Credits 2

Quarter Offered Spring
This course provides integration of strategies and activities for incorporating physical education and health into the elementary school setting with a focus on wellness. Concepts and skills will be introduced for promoting a safe and healthy lifestyle. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas
Prerequisites
Teacher Education BAS Program Admittance
Course Outcomes

Demonstrate general understanding of how learners grow and develop kinesthetically, considering motor skills, rhythms, sensory needs, and how they are related to neurological development and physical and emotional wellness.
Demonstrate and apply instructional cues, prompts, physical activities and feedback to facilitate the development of basic motor skills, rhythms, and wellness.
Identify and explain proper risk strategies, safety precautions, supervision, and legal issues relevant to children in the traditional classroom, gymnasium, and/or playground.
Identify and explain state and health department safety procedures to enhance the physical and emotional wellness of children in the elementary classroom.
Apply knowledge of the Washington Health and Physical Education state learning standards to lesson planning that includes but is not limited to culturally and trauma informed and responsive practices.
Demonstrate general knowledge of the prevention and management of common illnesses, diseases, and personal safety.
Demonstrate the ability to access resources (including technology) for adapting curriculum to individual student needs in health and physical education.

EDUC 460 : Technology For Differentiation and Engagement
Credits 2

Quarter Offered Spring
This course focuses on various educational technologies with a particular focus on students' physical and emotional safety. Integration of technology is framed as a way to differentiate, engage, and reach each and every student and their families. Through that lens, Teacher Candidates can deepen their abilities to provide access and equity. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance

Course Outcomes

Evaluate current educational technology standards to enhance student learning and engagement and develop critical thinking skills.
Demonstrate an understanding of current educational technology standards to model and teach digital citizenship.
Implement current educational technology standards to inform and differentiate instruction in meaningful ways.
Integrate technology into existing lessons to differentiate and engage to better serve students.
Design lessons in field experience that demonstrate the safe, legal, and responsible use of technology.
Evaluate how technology can serve the goal of being a culturally and trauma informed and responsive teacher.

EDUC 470 : The Teacher as Leader II

Credits 2

Quarter Offered Spring

Teacher Candidates revisit what it means to be a teacher leader, reflecting on experiences throughout the program and looking to future work as certified teachers. Engagement in further exploration of literature will lead to the creation of a final mission statement. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 475

Course Outcomes

Revisit and revise definition of teacher leadership mission statement, considering both instruction and assessment.
Demonstrates proficiency:
working with paraprofessionals and peers as a practicing teacher.
approaching personal and professional growth, learning, and reflection as a practicing teacher, with a view to your own wellness.
of responsibly and responsively embracing Social Emotional Learning.
adhering to ethical, professional, and legal standards for teachers in the state of Washington and advocating for students' safety and wellness.
of how you will approach being a culturally and trauma informed and responsive teacher across the content areas.

EDUC 475 : Student Teaching III

Credits 10

Quarter Offered Spring

Classroom fieldwork placement focusing on activities related to planning and preparation of curriculum and instruction and professional responsibilities. Teacher Candidates participate full time with a mentor teacher in the K-8 classroom and apply knowledge and skills from all professional education coursework. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Teacher Education degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Teacher Education BAS Program Admittance; Concurrent enrollment in EDUC 470

Course Outcomes

Demonstrate professional conduct.
Incorporate knowledge, skills, and dispositions learned throughout the program into the classroom environment.
Align instructional strategies with situations for learning by connecting theory and practice.

Implement multiple planning, teaching, assessment reflection cycles.
Utilize reflective practice and incorporate feedback to improve performance and student outcomes.
Plan and enact full unit of study as outlined in BAS-TE Teacher Education Performance Assessment (TEPA).

Tribal Management (TM-BAS, Bachelor of Applied Science)

TM-BAS 300 : Introduction to Grant Writing
Credits 5

Quarter Offered Winter
Strategic grant writing aligns the needs of a nonprofit with funding sources, whether foundations, government agencies, corporations, or individuals. This introductory-level course offers a guide to the basics of grant writing. The course explores the relationship between grant writing and an organization's strategy for fundraising. It also outlines the stages of grant writing and highlights grant writing best practices. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Course Outcomes

- Identify government, corporate, and foundation funding opportunities.
- Explain the seven core elements of an effective project proposal.
- Develop a sustainable grant project budget.
- Demonstrate effective use of research and data in proposal development.
- Articulate issues of diversity, equity, and inclusion in grant seeking.
- Create a comprehensive project evaluation plan, including logic model.
- Write a competitive grant proposal.

TM-BAS 310 : Principles of Tribal Planning
Credits 5

Quarter Offered Spring
This course is for someone that wants to learn the complexities of land and planning within Indian country, focusing on planning and management. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Course Outcomes

- Define and explain contemporary tribal organization theory.
- Describe the importance of effective and efficient tribal planning.
- Evaluate economic, political, and cultural variables that affect organizational development.
- Summarize leadership roles and responsibilities related to effective tribal organizational development and operation.

TM-BAS 320 : Introduction to Sovereignty
Credits 5

Quarter Offered Fall
This course will outline the unique context of tribal governments as sovereign nations and relationship with the federal government, examine the history and evolution of tribal government institutions within the unique tribal systems and describe the unique role and relationship between the federal government and Native Americans/Alaskan Natives. This class may include students from multiple sections. (Social Sciences)

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas
Course Outcomes

- Describe the evolving history of tribal sovereignty.
- Identify and explain how a tribe's sovereignty is affected economically, politically, and culturally.
- Summarize historic and modern activism demanding sovereignty.
- Construct continued efforts to ensure and retain sovereignty.

TM-BAS 335 : Tribes, Jurisdiction and Land

Credits 5

Quarter Offered Spring

This course will explore and analyze lands of tribal government and jurisdiction laws as they overlap with federal, state/provincial and local levels of government in the region of North America. This class may include students from multiple sections.

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Course Outcomes

Examine jurisdiction and property uses.
Explain the different agencies that could get involved with the different property types.
Identify the different types of properties and some pros and cons of those properties.

TM-BAS 430 : Tribal Government and Politics

Credits 5

Quarter Offered Spring

This course will identify the interrelationships between federal and tribal governments and the methods used by Native Nations to administer programs. Students will learn the history of federal-tribal-state relations; the roles of tribal leaders and administrators; and the laws, policies, and issues that impact tribal governments. This class may include students from multiple sections. (Social Sciences)

Must be seeking a Bachelor of Applied Science in Management degree to enroll. If interested, visit pencol.edu/bas

Prerequisites

Tribal Management BAS Program Admittance

Course Outcomes

Summarize, compare, and contrast tribal governance practices, constitutions, and statutes.
Demonstrate an understanding of settler policies and legal principles concerning Indian nations as well as settler governmental relationships with tribal governments.
Formulate effective approaches to strategic, project, and operations management in tribal contexts.
Apply the fundamentals of relevant business practices for tribal administration.
Summarize, analyze, synthesize, and apply the leadership qualities required of tribal administrators.

Washington Association for Community Health Apprenticeship Program

CMAA 101 : Basic Medical Assisting Skills
Credits 11

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.
Prerequisites
Acceptance into WACH Apprenticeship Program

CMAA 102 : Advanced Medical Assisting Skills
Credits 10

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.
Prerequisites
Acceptance into WACH Apprenticeship Program

CMAA 103 : Acute Care and Intro to Chronic Diseases
Credits 11

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.
Prerequisites
Acceptance into WACH Apprenticeship Program

CMAA 104 : Principles of Patient-Centered Care
Credits 6

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.
Prerequisites
Acceptance into the WACH Apprenticeship Program

CMAA 105 : MA Apprenticeship Clinicals
Credits 20

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)

WELD 110 : Beginning Welding and Metal Fabrication I
Credits 15

Quarter Offered Fall
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. This class may include students from multiple sections.

This class has a $200 welding supplies course fee.
Course Outcomes

Identify some common hazards in welding.
Explain and identify proper person protection used in welding.
Describe how to avoid welding fumes.
Explain how to avoid electrical shock.
Identify and explain the use of oxyfuel cutting equipment.
Operate oxyfuel station safely.
Explain the plasma arc cutting processes.
Prepare and set up plasma arc cutting equipment.
Identify and explain the carbon arc cutting process.
Prepare the work area and CAC equipment for safe operation.
Clean base metal for welding or cutting.
Identify and explain joint design.
Mechanically bevel the edge of a mild steel plate.
Identify and explain codes governing welding.
Identify and explain weld imperfections and their causes.
Perform a visual inspection of fillet welds.
Identify electrodes and their design purpose.
Set up shielded metal arc equipment.
Describe methods of striking an arc.
Make stringer welds in the flat and horizontal position.
Identify and explain groove welds.
Set up and weld a groove weld in the flat and horizontal position.

WELD 120 : Beginning Welding and Metal Fabrication II
Credits 15

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a $200 welding supplies course fee and a $200 WABO testing course fee.
Prerequisites
WELD 110 or instructor permission
Course Outcomes

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.
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.
Details:

a. History in development of Metals both ferrous and nonferrous

b. Solidification of metals, alloys and phases

c. Production and forming of metals

d. Mechanical properties and their measurement

e. Strengthening mechanisms

f. Heat Treatment of Steel

g. Materials characterization and selection

h. Failure Analysis

WELD 130 : Beginning Welding and Metal Fabrication III
Credits 15

Quarter Offered Spring
Continuation of WELD 110 and WELD 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 may include students from multiple sections.

This class has a $200 welding supplies course fee and a $200 WABO testing course fee.
Prerequisites
WELD 110 and WELD 120
Course Outcomes

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.
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.
Details:

a. History in development of Metals both ferrous and nonferrous

b. Solidification of metals, alloys and phases

c. Production and forming of metals

d. Mechanical properties and their measurement

e. Strengthening mechanisms

f. Heat Treatment of Steel

g. Materials characterization and selection

h. Failure Analysis

WELD 145 : Aluminum Welding
Credits 8

Quarter Offered Summer
Learn gas metal arc welding (GMAW) and gas tungsten arc 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. This class may include students from multiple sections.

This class has a $250 welding certification fee and a $200 welding supplies course fee.

Prerequisites
WELD 130 or above or instructor permission
Course Outcomes
Use of safety equipment and demonstrate lab safety practices.
Assemble and skip weld plates, stiffeners, girders, and prefabricated parts into panels.
Use hand tools, power tools, and various welding equipment for assembly, handling, welding and fabricating parts, and subassemblies.
Grind, air arc, bevel, or otherwise prepare joints for welding.
Grind seams and edges to a specified standard.
Test and repair of bulkheads, tanks, and pipes.
Describe American Bureau of Shipping/Non-Destructive Testing (ABS/NDT) standards.
Weld aluminum fillets in multiple positions with wire feeder.
Weld aluminum butt joints in multiple positions with stick or wire feeder using weld symbols and in accordance with specified Welding Standards.
Use TIG and MIG weld for general pipe applications.
Apply certification standards for the aluminum processes.

WELD 210 : Advanced Welding and Metal Fabrication I
Credits 15

Quarter Offered Fall
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). This class may include students from multiple sections.

This class has a $200 welding supplies course fee and a $200 WABO testing course fee.
Prerequisites
WELD 130; enrollment on space-available basis
Course Outcomes
Define Flux Cored Arc Welding and Gas Metal Arc Welding.
List the advantages and disadvantages of Flux Cored Arc Welding and Gas Metal Arc Welding.
Explain the difference between fully and semi-automatic welding.
Name the industries where Flux Cored Arc Welding and Gas Metal Arc Welding are used the most.
Learn the set up and operation of each component of both wire feed processes.
Safety practices specific to working with electricity, shielding gases, and other welding hazards.
Perform various types of welds and weld joints.
Describe techniques and procedures for all positions.

WELD 220 : Advanced Welding and Metal Fabrication II
Credits 15

Quarter Offered Winter
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. This class may include students from multiple sections.

This class has a $200 welding supplies course fee.
Prerequisites
WELD 210; enrollment on space-available basis
Course Outcomes
Define Gas Tungsten Arc Welding.
Distinguish among manual, semiautomatic, and automatic modes of operation.
Identify where GTAW is used in industry.
Describe advantages and disadvantages.
Explain the different types of current needed to weld different types of metal.
Recall safety precautions regarding GTAW.
Discuss the correct procedures for the care and maintenance of welding machines.

Identify and explain functions of shielding gases in a GTAW system.
Follow precautions for gas regulation procedures.
List characteristics of aluminum.
Explain aluminum welding procedures and techniques with DCEP, DCEN and ACHF.
Explain welding procedures for welding steel using DCEN.
Explain welding procedures for GTAW of nickel products. (Stainless Steel).
Explain Torch Manipulation and a variety of welding techniques for pipe.

WELD 230 : Advanced Welding and Metal Fabrication III

Credits 15

Quarter Offered Spring

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 may include students from multiple sections.

This class has a $200 welding supplies course fee.

Prerequisites

WELD 220; enrollment on space-available basis

Course Outcomes

List characteristics of aluminum.
Prepare an aluminum joint for welding with the GMAW and GTAW process.
Demonstrate proper techniques of welding aluminum with the GMAW and GTAW process.
Explain power supplies, gases, electrodes, and techniques for ACHF welding on aluminum.
Identify procedures for GTAW practice and production.
Prepare and weld a 6” pipe according to ASME sect 9 with TIG or SMAW root.
Prepare and weld a 8” pipe according to ASME sect 9 with TIG or SMAW root.
Prepare and weld an aluminum pipe to ASME sect 9.
Prepare and weld a stainless pipe to ASME sect 9.

WELD 290 : Welding Certification Prep

Credits 1-6

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. This class may include students from multiple sections.

This course has a $30 welding supplies course fee.

Prerequisites

Instructor permission required; entry is on a space-available basis

Course Outcomes

Practice welding techniques in a lab setting.
Apply welding skills to certification standards.

Zoology (ZOOL)

ZOOL 101 : Introduction to Zoology with Lab
Credits 5

Quarter Offered Winter
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. This class may include students from multiple sections. (Natural Sciences with Lab, Elective)
Prerequisites
Eligibility for both ENGL& 101 and MATH 90
Course Outcomes
Communication

Present the results of student-generated experiment in written and oral form.
Conduct literature research on current topics in zoology and the impact humans are having on the biosphere.

Quantitative Reasoning

Interpret graphs and generate simple graphs that summarize their data.
Summarize data collected in a synthesis within a research project.

Information

Describe some of the central organizing concepts of biology, with an emphasis on the Animal Kingdom.
Classify novel organisms to their current classification by using the basic concepts of comparative animal anatomy and physiology, and evolution.
Identify the major animal phyla along with certain important subphyla or classes.

Critical Thinking

Design a non-lethal experiment involving invertebrate behavior.
Practice and apply observation skills to a novel question in zoology and critically evaluate and summarize observations.

Personal/Interpersonal

Connect concepts in ecology and animal biology to locate animals in local environments (with an emphasis in biodiversity).

Distribution List of Approved Courses

Distribution Lists

Communication Skills

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
ENGL& 102	Composition II	5

Quantitative Skills

A specific course may be credited to no more than one distribution or skill area requirement.

Catalog #	Title	Credits
	MATH& 107 or above	5
PHIL& 120	Symbolic Logic	5

Humanities

Minimum of fifteen credits in two separate subject areas. A maximum of five credits allowed in Humanities-Performance.

Catalog #	Title	Credits
ART& 100	Art Appreciation	5
ART 126	History of Art I	5
ART 127	History of Art II	5
ART 128	History of Art III	5
ASL& 123	American Sign Language III	5
	CMST& 102, 210, 220, CMST 100, 121, 150, 201, 207, 208, 209	5
DRMA& 101	Intro to Theatre	5
DRMA 124	Acting I	5
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& 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
FILM 100	Art of Film	5
FILM 101	Great Directors in Film	5
FILM 102	Film Genre	5
FILM 110	Literature and Film	5
	FRCH& 123 or KLA 123 or MAKAH 123 or QUIL 123 or SPAN& 123	5
IS 101	Understanding the Humanities	5
IS 102	Comparative Arts	5
IS 103	Women's Voices In The Arts and Humanities	5
IS 105	Popular Culture	5
IS 107	History of Reason	5
IS 109	Introduction to Indigenous Humanities	5
IS 120	Indigenous Humanities: Language, Culture, and Indigenous Futures	5
IS 150	Foundations of Knowledge	5
MAKAH 223	Makah Language VI	5
MUSC& 105	Music Appreciation	5
MUSC& 141	Music Theory I	5
MUSC 110	History of Rock N Roll	5
PHIL& 101	Introduction to Philosophy	5
PHIL& 115	Critical Thinking	5
PHIL 130	Ethics and Contemporary Moral Issues	5

Humanities-Performance

Defined as hands-on and studio-style courses such as art, theater, music, design, or photography. These courses may include workshops and classes may be divided into two parts: a lesson and an activity. A maximum of five credits allowed in Humanities-Performance.

Catalog #	Title	Credits
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 109	Introduction to Printmaking	5
ART 110	Introduction to Painting	5
ART 112	Life Drawing	5
ART 224	Introduction to Ceramics: Hand Building	5
ART 225	Introduction to Ceramics: Wheel Throwing	5
DRMA 124	Acting I	5
ENGL& 236	Creative Writing I	5
FILM 120	Introduction to Screenwriting	5

Natural Sciences

Minimum of fifteen credits in two separate subject areas. At least five credits must be a lab. Lab courses are identified in the course title.
Only five credits from the category that includes CS 100 or PHIL& 120 or MATH& 107 or above can count toward the Natural Sciences distribution.

Catalog #	Title	Credits
ANTH& 205	Biological Anthropology	5
	ASTR& 100, PHYS& 110, PHYS& 114, or PHYS& 221	
BIOL& 100	Survey of Biology with Lab	5
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
BIOL& 221	Ecology and Evolution with Lab	5
BIOL& 222	Molecular & Cellular Biology with Lab	5
BIOL& 223	Organismal Biology with Lab	5
BIOL& 241	Human Anatomy & Physiology I with Lab	5
BIOL& 260	Microbiology with Lab	5
BIOL 150	Introduction to Marine Biology with Lab	5
BIOL 161	General Biology I with Lab	5
BIOL 162	General Biology II with Lab	5
BOT 101	Introduction to Botany with Lab	5
CHEM& 110	Chemical Concepts with Lab	5
CHEM& 121	Introduction to Chemistry with Lab	5
CHEM& 131	Intro to Organic/Biochemistry with Lab	6
CHEM& 161	General Chemistry with Lab I	5
	CS 100 or PHIL& 120 or MATH& 107 or above	5
ENVS& 100	Survey of Environmental Science	5
ENVS& 101	Introduction to Environmental Science with Lab	5
ENVS 160	Principles of Environmental Sustainability	5
GEOG 120	Introduction to Physical Geography	5
GEOL& 100	Survey of Earth Science	5
GEOL& 101	Introduction to Physical Geology with Lab	5
GEOL& 103	Historical Geology and the History of Life on Earth with Lab	5
GEOL 124	Earth Systems Science	5
NUTR& 101	Introduction to Human Nutrition	5
OCEA& 100	Introduction to Oceanography	5
ZOOL 101	Introduction to Zoology with Lab	5

Social Sciences

Minimum of fifteen credits in two separate subject areas.

Catalog #	Title	Credits
ANTH& 100	Survey of Anthropology	5
ANTH& 204	Introduction to Archaeology	5
ANTH& 206	Cultural Anthropology	5
ANTH 238	The Archaeology of Ritual and Religion	5
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
ECON 101	Introduction to Economics	5
GEOG& 200	Human Geography	5
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& 214	Pacific Northwest History	5
HIST 216	Pacific Northwest Environmental History	5
HIST 217	History of American Indian Education	5
IIS 101	Introduction to American Indian Studies	5
POLS& 101	Intro Political Science	5
POLS& 202	United States Government	5
POLS& 203	International Relations	5
POLS& 204	Comparative Government	5
POLS 125	Political Ideas and Ideologies	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
PSYC& 220	Psychological Disorders	5
PSYC 210	Cognitive Psychology	5
PSYC 250	Social Psychology	5
SOCSI 101	Contemporary Global Issues	5
SOC& 101	Introduction to Sociology	5
SOC& 201	Social Problems	5
SOC 115	Understanding Diversity	5
SOC 230	Sociology of Gender and Sexuality	5
SOC 235	Sociology of Food	5
SOC 245	Indians and Museums	5

Degrees & Certificates

Addiction Studies Addictive Drugs Studies Short Term Certificate

Program Code: SAAADC01

Program Outcomes

- Define addiction as a disease in a holistic perspective
- Report the actions of drugs on the body

Catalog #	Title	Credits
FA 100	Industrial First Aid	1
HSSA& 101	Introduction to Addictive Drugs	5
HSSA 105	Phys/Pharm of Alcohol and Drugs	5
HSSA 115	Counseling I	4
HSSA 150	Case Management	3
MED 105	HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants	1
	Total Credits	19

Addiction Studies Counseling and Case Management Short Term Certificate

Program Code: SAACCC01

Program Outcomes

- Develop insight into intervention team approach
- Define functions/responsibilities of case manager in treatment setting

Catalog #	Title	Credits
HSSA 116	Intervention in Chemical Dependency	2
HSSA 135	Family Treatment/CD I	3
HSSA 140	Group Counseling	5
HSSA 165	Chemical Dependency Counseling & Ethics	3
HSSA 215	Counseling II	3
HSSA 250	Case Management for Professionals	3
	Total Credits	19

Addiction Studies Counseling and Wellness Short Term Certificate

Program Code: SAACWC01

Program Outcomes

- Identify the eight basic counseling skills
- Gain personal insight into counselor role

Catalog #	Title	Credits
HSSA 115	Counseling I	4
HSSA 135	Family Treatment/CD I	3
HSSA 215	Counseling II	3

	Total Credits	10

Addiction Studies Short Term Certificate

Program Code: SAAASC01

Program Outcomes

- Describe Medically Assisted Treatment (MAT) for opiate addictions
- Summarize the grief process

Catalog #	Title	Credits
HSSA& 101	Introduction to Addictive Drugs	5
HSSA 105	Phys/Pharm of Alcohol and Drugs	5
HSSA 115	Counseling I	4
	Total Credits	14

Addiction Studies Youth Addiction Studies Short Term Certificate

Program Code: SAAYAC01

Program Outcomes

- Explain variety of techniques and evidence-based programs for prevention
- Distinguish best practices in counseling youth and their families

Catalog #	Title	Credits
HSSA 105	Phys/Pharm of Alcohol and Drugs	5
HSSA 155	Youth CD Counseling and Assessment	3
HSSA 172	Cultural Diversity	3
	Total Credits	11

Addiction Studies, Associate in Applied Science (AAS) Degree

Program Description

Complete your Addiction Studies, Associate in Applied Science (AAS). This 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.

Program Length: 6 Quarters
Program Code: SAAASAPT

Career Opportunities and Earnings

Clallam and Jefferson counties offer internships in inpatient and outpatient treatment facilities for students to gain experience as they transition to a chemical dependency professional. There continues to be a strong need for addiction professionals throughout the state.

- Case manager at emergency shelter
- Case worker for state agencies (i.e., Department of Social and Health Service, mental health agencies, etc.)
- Chemical dependency counselor
- Intervention specialist

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- 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 computer 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

Special Features

- This program offers a special 14-credit certificate for persons interested in enhancing their potential entry into training positions. Coursework includes Introduction to Addiction Studies, Physiology of Drugs, and Counseling I.
- The Addiction Studies program offers the student a unique opportunity to develop self-awareness regarding valuable choices for a healthy lifestyle.
- Students interested in pursuing both an Addiction Studies AAS degree and an Associate in Arts, Direct Transfer Agreement (AA-DTA) degree simultaneously should contact the program advisor.
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Science in Behavioral Healthcare degree (BHAV). Students interested in this option should complete MATH& 107 or above instead of AMATH 121. Please contact the program advisor for additional prerequisite requirements at BAS@pencol.edu.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250 - $300
- Application for Chemical Dependency Professional: $250
- Initial Chemical Dependency Professional Certificate: $275
- Chemical dependency counselor trainee application: $110

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
HSSA& 101	Introduction to Addictive Drugs	5
HSSA 105	Phys/Pharm of Alcohol and Drugs	5
MED 105	HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants	1

Second Quarter (Winter)

Catalog #	Title	Credits
	FA 100 or FA 180	1
HSSA 115	Counseling I	4
HSSA 150	Case Management	3
HSSA 172	Cultural Diversity	3
PSYC& 100	General Psychology	5

Third Quarter (Spring)

Catalog #	Title	Credits
HSSA 135	Family Treatment/CD I	3
HSSA 140	Group Counseling	5
HSSA 155	Youth CD Counseling and Assessment	3
PSYC& 200	Lifespan Psychology	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
	AOS 102, AOS 103, AOS 104 or AOS 109	2
HSSA 116	Intervention in Chemical Dependency	2
HSSA 165	Chemical Dependency Counseling & Ethics	3
HSSA 232	Mental Health Issues-CDP	3

Fifth Quarter (Winter)

Catalog #	Title	Credits
HSSA 160	Chemical Dependency and the Law	3
HSSA 201	Pathological Gambling & Other Addictions	3
HSSA 215	Counseling II	3
HSSA 280	Peer Counseling	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
HSSA 136	Relapse Prevention	3
HSSA 250	Case Management for Professionals	3
HSSA 290	Medical Aspects of Addiction	5
	HSSA Internship or Social Sciences	5
	Total Credits	93

Addiction Studies, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Addiction Studies, Associate in Applied Science-Transfer (AAS-T). This 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. The AAS-T option may improve the transferability of Associate in Applied Science (AAS) degrees to some four-year programs.

Program Length: 6 Quarters
Program Code: SAAASAAS

Career Opportunities and Earnings

Clallam and Jefferson counties offer internships in inpatient and outpatient treatment facilities for students to gain experience as they transition to a chemical dependency professional. There continues to be a strong need for addiction professionals throughout the state.

- Case manager at emergency shelter
- Case worker for state agencies (i.e., Department of Social and Health Service, mental health agencies, etc.)
- Chemical dependency counselor
- Intervention specialist

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- 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 computer 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

Special Features

- This program offers a special 14-credit certificate for persons interested in enhancing their potential entry into training positions. Coursework includes Introduction to Addiction Studies, Physiology of Drugs, and Counseling I.
- The Addiction Studies program offers the student a unique opportunity to develop self-awareness regarding valuable choices for a healthy lifestyle.
- Students interested in pursuing both an Addiction Studies, Associate in Applied Science (AAS) degree and an Associate in Arts, Direct Transfer Agreement (AA-DTA) simultaneously should contact the program advisor.

- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Science in Behavioral Healthcare degree (BHAV). Please contact the program advisor for additional prerequisite requirements at BAS@pencol.edu.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250 - $300
- Application for Chemical Dependency Professional: $250
- Initial Chemical Dependency Professional Certificate: $275
- Chemical dependency counselor trainee application: $110

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
HSSA& 101	Introduction to Addictive Drugs	5
HSSA 105	Phys/Pharm of Alcohol and Drugs	5
MED 105	HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants	1

Second Quarter (Winter)

Catalog #	Title	Credits
	FA 100 or FA 180	1
HSSA 115	Counseling I	4
HSSA 150	Case Management	3
HSSA 172	Cultural Diversity	3
PSYC& 100	General Psychology	5

Third Quarter (Spring)

Catalog #	Title	Credits
HSSA 135	Family Treatment/CD I	3
HSSA 140	Group Counseling	5
HSSA 155	Youth CD Counseling and Assessment	3
PSYC& 200	Lifespan Psychology	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
	AOS 102, AOS 103, AOS 104 or AOS 109	2
HSSA 116	Intervention in Chemical Dependency	2
HSSA 165	Chemical Dependency Counseling & Ethics	3
HSSA 232	Mental Health Issues-CDP	3
MATH& 107	Math in Society	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
HSSA 160	Chemical Dependency and the Law	3
HSSA 201	Pathological Gambling & Other Addictions	3
HSSA 215	Counseling II	3
HSSA 280	Peer Counseling	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
HSSA 136	Relapse Prevention	3
HSSA 250	Case Management for Professionals	3
HSSA 290	Medical Aspects of Addiction	5
	HSSA Internship or Social Sciences	5
	Total Credits	93

Administrative Office Systems Accounting, Associate in Applied Science (AAS) Degree

Program Description

Complete your Administrative Office Systems Accounting, Associate in Applied Science (AAS). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: ATBACAPT

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Prepare and interpret financial statements for decision making in accordance with generally accepted accounting principles

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
	AOS 115 or AOS 116	3
AOS 117	Surveys and Data Reports	2
AOS 135	Writing Essentials	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
AOS 205	Advanced Microsoft Word	5
BUS& 101	Introduction to Business	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
AOS 212	Advanced Applications of Microsoft 365	5
BUS 270	Management Information Systems	5
	Total Credits	90

Administrative Office Systems Accounting, Associate in Applied Science-Transfer (AAS-T) Degree

Complete your Administrative Office Systems Accounting, Associate in Applied Science-Transfer (AAS-T). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: ATBACAAS

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Prepare and interpret financial statements for decision making in accordance with generally accepted accounting principles

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
ENGL& 101	English Composition I	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
	AOS 115 or AOS 116	3
AOS 117	Surveys and Data Reports	2
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
AOS 205	Advanced Microsoft Word	5
	Humanities	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
AOS 212	Advanced Applications of Microsoft 365	5
BUS 270	Management Information Systems	5
	Total Credits	90

Administrative Office Systems Administrative Assistant, Associate in Applied Science (AAS) Degree

Program Description

Complete your Administrative Office Systems Administrative Assistant, Associate in Applied Science (AAS). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: OMSAAAPT

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.

- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
BUS 135	Bookkeeping Small Business Foundations	6

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 106	Introduction to Microsoft Excel	5
AOS 135	Writing Essentials	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AOS 108	Introduction to Microsoft Outlook	2
AOS 205	Advanced Microsoft Word	5
BUS& 101	Introduction to Business	5
HUMDV 120	Human Relations	3

Fifth Quarter (Winter)

Catalog #	Title	Credits
	AOS 115 or AOS 116	3
AOS 117	Surveys and Data Reports	2
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT 215	QuickBooks	5
AOS 212	Advanced Applications of Microsoft 365	5
BUS 270	Management Information Systems	5
	Total Credits	91

Administrative Office Systems Administrative Assistant, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Administrative Office Systems Administrative Assistant, Associate in Applied Science-Transfer (AAS-T). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: OMSAAAAS

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
BUS 135	Bookkeeping Small Business Foundations	6

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
	AOS 115 or AOS 116	3
AOS 117	Surveys and Data Reports	2
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AOS 205	Advanced Microsoft Word	5
BUS& 101	Introduction to Business	5
ENGL& 101	English Composition I	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5
SOCSI 101	Contemporary Global Issues	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AOS 212	Advanced Applications of Microsoft 365	5
BUS 270	Management Information Systems	5
	Humanities	5
	Total Credits	91

Administrative Office Systems Certificate

Program Description

Complete your Administrative Office Systems Certificate. This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft Office 365 and digital literacy. 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.

Program Length: 3 Quarters
Program Code: OOCAOC45

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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

Special Features

- Intermediate and advanced training in Microsoft 365
- Interactive training and skill-based assessments completed in a virtual environment
- Projects are based on real-world business situations
- Writing skills for a variety of technical and business applications
- Personalized tutoring for all AOS students
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs)

Program Goals

- Prepare students for a variety of administrative related job opportunities
- Prepare students for a rapidly changing workplace
- Monitor and improve relevancy of course curriculum to ensure a high-quality program
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.

- Software: Office 365 (free for PC students)
- Tuition and fees: $5,644.24 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (16 credits): $1,933.64
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
BUS 135	Bookkeeping Small Business Foundations	6

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 106	Introduction to Microsoft Excel	5
AOS 135	Writing Essentials	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5
	Total Credits	46

Administrative Office Systems Computer Applications Software Support Specialist, Associate in Applied Science (AAS) Degree

Program Description

Complete your Administrative Office Systems Computer Applications Software Support Specialist, Associate in Applied Science (AAS). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: CSSCAAPT

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Use business collaboration tools such as Google Workspace
- Use virtual communication tools to organize and manage remote meetings

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
	AOS 115 or AOS 116	3
AOS 117	Surveys and Data Reports	2
AOS 135	Writing Essentials	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AOS 205	Advanced Microsoft Word	5
CS 100	Introduction to Computer Science	5
IT 107	Introduction to Networking	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT 215	QuickBooks	5
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AOS 212	Advanced Applications of Microsoft 365	5
BUS 270	Management Information Systems	5
SOCSI 101	Contemporary Global Issues	5
	Total Credits	90

Administrative Office Systems Legal Assistant I Short Term Certificate

Program Code: LAAL1C01

Program Outcomes

- Develop beginning through intermediate skills in Microsoft Word and associated technologies
- 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
- Correctly identify the major steps of the criminal justice process

Catalog #	Title	Credits
AOS 105	Introduction to Microsoft Word	5
AOS 135	Writing Essentials	5
CJ& 101	Introduction to Criminal Justice	5
	Total Credits	15

Administrative Office Systems Legal Assistant II Short Term Certificate

Program Code: LAAL2C01

Program Outcomes

- Apply writing skills to a variety of technical and business applications
- Understand the fundamentals of business law and the principles of the American legal system
- Demonstrate an understanding of the core concepts, tools, and methods used to secure computer systems

Catalog #	Title	Credits
AOS 170	Business Communications	5
BUS& 201	Business Law	5
CSIA 280	Computer Forensics I: Intro to Computer Forensic	5
	Total Credits	15

Administrative Office Systems Legal, Associate in Applied Science (AAS) Degree

Program Description

Complete your Administrative Office Systems Legal, Associate in Applied Science (AAS). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: LAAAOAPT

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Define the term ethics and explain its application in the criminal justice system
- Describe the organization, function and jurisdiction of Federal and State Courts, and discuss the role of the judge in a criminal trial
- Describe how to prepare for computer forensic investigations

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Students are required to place into the English and math/applied math courses required for this program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
BUS& 101	Introduction to Business	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
AOS 135	Writing Essentials	5
CSIA 280	Computer Forensics I: Intro to Computer Forensic	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 205	Advanced Microsoft Word	5
CJ& 101	Introduction to Criminal Justice	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5
BUS& 201	Business Law	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AOS 212	Advanced Applications of Microsoft 365	5
CJ 241	Ethics in Criminal Justice	5
SOCSI 101	Contemporary Global Issues	5
	Total Credits	90

Administrative Office Systems Medical, Associate in Applied Science (AAS) Degree

Program Description

Complete your Administrative Office Systems Medical, Associate in Applied Science (AAS). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: MASMSAPT

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Accurately spell, pronounce and use medical terms
- Evaluate reliable sources of health information
- Describe principles of nutrition across the lifespan

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 110	Medical Terminology I	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
AOS 111	Medical Terminology II	3
AOS 135	Writing Essentials	5
INFO 101	Research in Health and Social Sciences	2

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 205	Advanced Microsoft Word	5
ENGL& 101	English Composition I	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5
SOCSI 101	Contemporary Global Issues	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AOS 212	Advanced Applications of Microsoft 365	5
H ED 180	Introduction to Health	5
NUTR& 101	Introduction to Human Nutrition	5
	Total Credits	90

Administrative Office Systems Medical, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Administrative Office Systems Medical, Associate in Applied Science-Transfer (AAS-T). This program provides up-to-date curriculum that adapts to the rapidly changing workplace. In an interactive online learning environment, students master Microsoft 365 and digital literacy. 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.

Program Length: 6 Quarters
Program Code: MASMSAAS

Career Opportunities and Earnings

Previous graduates are employed by legal and medical offices, government agencies, schools, hospitals, and private enterprises. New opportunities are very likely in the future and the occupation is projected to have a large number of job openings in Washington state. Potential positions include:

- Accounting assistant
- Computer applications support
- Executive assistant
- Legal assistant
- Medical office assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Demonstrate advanced skills in cloud-based Microsoft 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
- Accurately spell, pronounce and use medical terms
- Evaluate reliable sources of health information
- Describe principles of nutrition across the lifespan

Special Features

- Intermediate and advanced training in Microsoft 365.
- Interactive training and skill-based assessments completed in a virtual environment.
- Projects are based on real-world business situations.
- Writing skills for a variety of technical and business applications.
- Personalized tutoring for all AOS students.
- Wide array of short-term certificates of proficiency that provide benchmarks toward the completion of a degree.
- Reduced cost for AOS course textbooks, online learning tools, and software (see Approximate Additional Costs).

Program Goals

- Prepare students for a variety of administrative related job opportunities.
- Prepare students for a rapidly changing workplace.
- Monitor and improve relevancy of course curriculum to ensure a high-quality program.
- Monitor the needs of the community and the relevancy of curriculum though Advisory Committee meetings.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 110	Medical Terminology I	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
AOS 111	Medical Terminology II	3
AOS 135	Writing Essentials	5
INFO 101	Research in Health and Social Sciences	2

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
AOS 205	Advanced Microsoft Word	5
ENGL& 101	English Composition I	5
MATH& 146	Introduction to Stats	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AOS 206	Advanced Microsoft Excel	5
AOS 214	Office Procedures and Technology	5
SOCSI 101	Contemporary Global Issues	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AOS 212	Advanced Applications of Microsoft 365	5
H ED 180	Introduction to Health	5
NUTR& 101	Introduction to Human Nutrition	5
	Total Credits	90

Administrative Office Systems Office Assistant I Short Term Certificate

Program Code: OOCOAC01

Program Outcomes

- Identify the skills that are needed to be a successful digital citizen in college and beyond
- Develop beginning through intermediate skills in Microsoft Word, Excel, and associated technologies

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 106	Introduction to Microsoft Excel	5
	Total Credits	15

Administrative Office Systems Office Assistant II Short Term Certificate

Program Code: AASOAC20

Program Outcomes

- Identify the skills that are needed to be a successful digital citizen in college and beyond
- Develop beginning through intermediate skills in Microsoft Word, Excel, PowerPoint, Access and associated technologies
- 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

- Apply writing skills to a variety of technical and business applications

Degree Requirements

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 106	Introduction to Microsoft Excel	5
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 135	Writing Essentials	5
AOS 170	Business Communications	5
	Total Credits	35

Administrative Office Systems Receptionist Short Term Certificate

Program Code: RECREC01

Program Outcomes

- Identify the skills that are needed to be a successful digital citizen in college and beyond
- Develop beginning through intermediate skills in Microsoft Word and associated technologies
- Develop an understanding of business systems, processes, and the general business environment

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
BUS& 101	Introduction to Business	5
	Total Credits	15

Administrative Office Systems Software Specialist Short Term Certificate

Program Code: BOAASC20

Program Outcomes

- Identify the skills that are needed to be a successful digital citizen in college and beyond
- Develop beginning through intermediate skills in Microsoft Word, Excel, PowerPoint, Access and associated technologies

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 106	Introduction to Microsoft Excel	5
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
	Total Credits	25

Administrative Office Systems Virtual Administrative Assistant Certificate

Program Description

The Peninsula College Virtual Administrative Assistant Certificate prepares students to provide administrative support to office managers and other office personnel both in person and remote. The certificate includes instruction in business correspondence, office technology, communications skills, Microsoft 365, Word, Excel, Outlook, PowerPoint, Teams, Zoom, survey development, and Adobe forms.

Program Length: 3 Quarters
Program Code: OOCVAC45

Program Outcomes

- Manage Microsoft Outlook emails, use calendars to schedule appointments, create contact and email distribution lists
- Use virtual communication tools to organize and manage remote meetings
- Use business collaboration tools such as Google Workspace
- Develop and administer surveys
- Collect and present survey data in table and graphical formats
- Create digital business forms and distribute for digital signatures

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills.

Approximate Additional Costs

- Textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two-year subscription is purchased, the average cost per AOS class is $27.
- Software: Microsoft 365 (free for PC students)
- Tuition and fees: $5,957.60 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (18 credits): $2,090.32
  - Third quarter (17 credits): $2,022.98

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
AOS 108	Introduction to Microsoft Outlook	2
HUMDV 120	Human Relations	3

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 106	Introduction to Microsoft Excel	5
AOS 115	Google Workspace	3
AOS 116	Virtual Meetings	3
AOS 117	Surveys and Data Reports	2

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 120	Digital Forms	2
AOS 170	Business Communications	5
	Total Credits	50

Advanced SMAW Welding Short Term Certificate

Program Code: WETIWC01

Catalog #	Title	Credits
WELD 120	Beginning Welding and Metal Fabrication II	15
	Total Credits	15

Aluminum Welding Short Term Certificate

Program Code: WETALC01

Catalog #	Title	Credits
WELD 145	Aluminum Welding	8
	Total Credits	8

Associate in Arts, Direct Transfer Agreement (AA-DTA)

The Associate in Arts degree is a Direct Transfer Agreement (DTA) designed for students who plan to transfer to a university after completing the first two years of study at Peninsula College. The degree is recommended for students who have not yet decided the field they will enter or the university they will attend. It gives students the broad background they need before beginning more specialized, upper-division courses and indicates that a student has completed a two-year liberal arts program.

Students who have a particular major in mind can focus their distribution choices and elective credits toward meeting their transfer institution plan. Students should include some 200 level coursework in their program of study. Explore our areas of emphases and make an individualized educational plan with an advisor.

This degree meets the Intercollege Relations Commission (ICRC) guidelines for direct transfer degrees, an inter-institutional agreement adopted to facilitate student transfer between Washington state community colleges and baccalaureate institutions.

To earn this degree, students must complete 90-quarter credits in courses numbered 100 or above (from approved distribution list) and meet specific distribution requirements. No more than 25 percent of credit requirements may be taken on a pass/no credit basis. Students should be aware that courses with “Pass” grades may not satisfy the requirements in their major field. Students must attain a cumulative college-level grade point average of 2.0, and earn a minimum of 30 credits at Peninsula College.

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Students are responsible for knowing transfer requirements and policies, as well as specific course choices and GPA requirements, are urged to consult the catalog of the institution for which they plan to transfer.

Program Plan Code: LASDTAA

- 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

Communication Skills

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
ENGL& 102	Composition II	5

Quantitative Skills

Choose one of the courses listed below. Cannot also count as Natural Science.

Catalog #	Title	Credits
	MATH& 107 or above	5
PHIL& 120	Symbolic Logic	5

Humanities

Minimum of fifteen credits in two separate subject areas. A maximum of five credits allowed in Humanities-Performance.

Catalog #	Title	Credits
	Humanities Distribution List	15

Natural Sciences

Minimum of fifteen credits in two separate subject areas. At least five credits must be a lab. Lab courses are identified in the course title. Only five credits from the category that includes CS 100 or PHIL& 120 or MATH& 107 or above can count toward the Natural Science distribution.

Catalog #	Title	Credits
	Natural Sciences Distribution List	15

Social Sciences

Catalog #	Title	Credits
	Social Sciences Distribution List	15

Electives

Maximum of three credits in physical education. Maximum of fifteen credits vocational or restricted area courses. Maximum of three credits of private music instruction.

Catalog #	Title	Credits
	Electives	25
COLL 101	College Success	5
	Total Credits	90

Associate in Business, Direct Transfer Agreement/Major Related Program (DTA/MRP)

The Associate in Business degree is designed as a Direct Transfer Agreement/Major Related Program (DTA/MRP) for transfer with junior standing to baccalaureate institutions. It is generally pursued by students who plan to transfer to a four-year university as a business major after completing their first two years at Peninsula College.

Students are responsible for checking specific requirements of their intended transfer institution, including overall minimum GPA and course choices. A higher GPA in a selected subset of courses or a specific minimum grade in one or more courses, such as math or English, may be required. Students are urged to consult the catalog of the institution for which they plan to transfer. To earn this degree you must complete a minimum of 90 credits in courses required by the DTA.

View the Associate in Business DTA/MRP document for specific university requirements and confer with your advisor.

Program Code: BUCBUAA

Communication Competencies

- Demonstrate ability to communicate effectively utilizing the language, tools, concepts, and models applicable to business and/or management disciplines.
- Exhibit an ability to communicate business and/or management concepts to diverse audiences through visual presentation.
- Display professional written and oral communication skills as a team member.
- Apply effective written and oral communication skills as a team leader.

Quantitative Reasoning

- Develop and evaluate options to problems using quantitative analysis and decision making skills.
- Devise solutions based on the outcomes of the quantitative data analyses.

Information Competencies

- Identify relevant information to develop, evaluate options, and implement solutions.
- Recognize the relative costs and benefits of potential actions.
- Research and demonstrate proficiency in assessing and selecting information technology.
- Demonstrate proper citations from reference information.
- Evaluate the credibility and authenticity of research information.

Critical Thinking

- Identify complex problems and review relevant information.
- Exhibit critical thinking using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Demonstrate judgment and decision making skills to assess the relative costs and benefits of potential actions to select the appropriate solution.
- Analyze key legal principles that apply in organizational transactions.
- Demonstrate an understanding of legal risk management.

Personal and Interpersonal Competencies

- Interact collaboratively and engage respectfully with team members to successfully achieve team goals.
- Demonstrate an understanding of management and/or team member roles.
- Exhibit effective interpersonal skills.
- Formulate and articulate a code for ethical behavior.

Communication Skills

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
ENGL& 102	Composition II	5

Quantitative Skills

Catalog #	Title	Credits
MATH 111	Finite Mathematics	5
MATH& 148	Business Calculus	5

Humanities

Catalog #	Title	Credits
	CMST& 210 or CMST& 220	5
PHIL 130	Ethics and Contemporary Moral Issues	5
	Humanities Distribution List (Business)	5

Natural Sciences

Catalog #	Title	Credits
MATH& 146	Introduction to Stats	5
	Natural Sciences Distribution List (Business)	10

Social Sciences

Catalog #	Title	Credits
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
PSYC& 100	General Psychology	5

Accounting/Business

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ACCT& 202	Principles of Accounting II	5
ACCT& 203	Principles of Accounting III	5
BUS& 201	Business Law	5

Elective

Catalog #	Title	Credits
	Elective	5
	Total Credits	90

Sample Schedule

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
ENGL& 101	English Composition I	5
	Natural Sciences (Business)	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
ENGL& 102	Composition II	5
PSYC& 100	General Psychology	5

Third Quarter (Spring)

Catalog #	Title	Credits
CMST& 210	Interpersonal Communication	5
MATH& 146	Introduction to Stats	5
	Natural Sciences (Business)	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ECON& 201	Microeconomics	5
MATH 111	Finite Mathematics	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
CMST& 220	Public Speaking	5
MATH& 148	Business Calculus	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
ECON& 202	Macroeconomics	5
PHIL 130	Ethics and Contemporary Moral Issues	5

Associate in Computer Science, Direct Transfer Agreement/Major Related Program (DTA/MRP)

Degree Requirements

The Associate in Computer Science, Direct Transfer Agreement/Major Related Program (DTA/MRP) is applicable to students planning to prepare for computer science and related majors at universities and colleges in Washington. This degree guide meets all of the requirements of the Direct Transfer Agreement (DTA).

Students should check specific requirements of their intended transfer institution, including overall minimum GPA, a higher GPA in a selected subset of courses or a specific minimum grade in one or more courses such as math or English. To qualify for this degree, you must complete a minimum of 90 credits in courses numbered 100 or above, with a cumulative grade point average (GPA) of 2.0 or better. Computer Science programs are competitive and may require a higher GPA overall or a higher GPA in specific courses.

View the Associate in Computer Science DTA/MRP document for specific university requirements and confer with your advisor.

Program Code: CSACSAA

Communication Competencies

- Comprehend the difference between written opinions vs ideas supported by scientific inquiry.
- Demonstrate the ability to communicate scientific ideas and the process of science.

Quantitative Reasoning

- Manipulate numbers (large and small), use common measurement systems, and solve simple linear algebraic problems.
- 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.
- Demonstrate the ability to use modeling and simulation to solve scientific problems.

Information Competencies

- Recognize the difference between questions of high scientific impact vs those unlikely to provide critical information about a scientific phenomenon or process.
- Ability to apply the process of science.

Critical Thinking

- Identify and troubleshoot scientific problems.
- Demonstrate the ability to use quantitative reasoning and analyze data.
- Demonstrate the ability to apply the process of science.

Personal and Interpersonal Competencies

- Gain an understanding of the relationships between science and society.
- Gain familiarity with and an appreciation for the interdisciplinary nature of science.
- Demonstrate the ability to collaborate and understand the importance of collaboration in science.

Communication Skills

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
ENGL& 235	Technical Writing	5

Quantitative Skills

Catalog #	Title	Credits
MATH& 151	Calculus I	5

Humanities

Catalog #	Title	Credits
	Humanities Distribution List (Computer Science)	15

Natural Sciences

Catalog #	Title	Credits
PHYS& 221	Engineering Physics I with Lab	5
PHYS& 222	Engineering Physics II with Lab	5
MATH& 152	Calculus II	5

Social Sciences

Catalog #	Title	Credits
	Social Sciences Distribution List (Computer Science)	15

Pre-Major Requirements

Catalog #	Title	Credits
CS& 141	Computer Science I with Java	5
CS 142	Computer Science II with Java	5

Remaining Credits

Work with an advisor to choose electives based on your interests, planned major, and transfer institution.

Catalog #	Title	Credits
	Elective	5
	Elective or MATH& 141	5
	Elective or MATH& 142	5
PHYS& 223	Engineering Physics III with Lab	5
	Total Credits	90

Sample Schedule

First Quarter (Fall)

Catalog #	Title	Credits
CS 100	Introduction to Computer Science	5
ENGL& 101	English Composition I	5
MATH& 141	Precalculus I	5

Second Quarter (Winter)

Catalog #	Title	Credits
CS& 141	Computer Science I with Java	5
ENGL& 235	Technical Writing	5
MATH& 142	Precalculus II	5

Third Quarter (Spring)

Catalog #	Title	Credits
CS 142	Computer Science II with Java	5
	Humanities	5
	Social Sciences	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
MATH& 151	Calculus I	5
PHYS& 221	Engineering Physics I with Lab	5
	Social Sciences	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	Humanities	5
MATH& 152	Calculus II	5
PHYS& 222	Engineering Physics II with Lab	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	Humanities	5
PHYS& 223	Engineering Physics III with Lab	5
	Social Sciences	5

Associate in General Studies

The Associate in General Studies degree is appropriate for students whose primary goal is to earn a two-year college degree. This degree is not designed to be a transfer degree. It is strongly recommended that students seeking to earn this degree and plan to transfer to a four-year college or university seek the assistance of an advisor to plan an appropriate course of study.

Program Code: LASGSAGS

Communication Skills

Choose 10 credits.

Catalog #	Title	Credits
CMST& 220	Public Speaking	5
ENGL& 101	English Composition I	5
	ENGL& 102 or ENGL& 235	5

Humanities

Catalog #	Title	Credits
	Humanities	5

Natural Sciences

Catalog #	Title	Credits
	Natural Sciences	5

Social Sciences

Catalog #	Title	Credits
	Social Sciences	5

Quantitative Skills

Choose one of the courses listed below. Cannot also count as Natural Science.

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
	MATH& 107 or above	5
PHIL& 120	Symbolic Logic	5

Electives

Catalog #	Title	Credits
	Electives-60 credits	60
	Total Credits	90

Associate in Nursing, Direct Transfer Agreement/Major Related Program (DTA/MRP)

Program Description

The Washington State Nursing Care Quality Assurance Commission approves the nursing program, and the program is accredited by National League for Nursing Commission for Nursing Education Accreditation. Students who complete the two-year associate degree program are eligible to take national 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, Direct Transfer Agreement/ Major Related Program (DTA/MRP). Students with this degree 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, Direct Transfer Agreement/Major Related Program (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.

Program Length: 9 Quarters
Program Code: RENDTAA

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: 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. Prospective students must apply to the program.

Application information is available on the nursing program web page at pencol.edu/nursing.

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.

Career Opportunities and Earnings

Potential positions include hospital or nursing home staff nurse, clinic nurse, and home health nurse. With additional training and education, potential positions include critical care nurse, obstetrical nurse, pediatric nurse, emergency department nurse, or operating room nurse. Obtaining advanced academic degrees may lead to positions in administration, education, and advanced practice positions such as nurse practitioner. The demand for nurses should remain strong over the next decade.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program 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

Special Features

- Students in the nursing program have the advantage of a low faculty to student ratio.
- The Associate in Nursing DTA/MRP also facilitates entering senior level BSN courses.
- Graduates of this program experience high placement success both locally and throughout the state of Washington.
- Graduates of this program consistently score higher than the national average on the NCLEX licensure exam.

Program Prerequisites

College-level skills in English and math (eligibility for courses numbered 100 or higher) are required before registering for the prerequisite courses required in this program. Students may need to complete additional prerequisite coursework. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/testing-center/accuplacer-placement

Approximate Additional Costs

- TEAS test fee (for application): $90
- HESI test fee ($99/quarter x 6 quarters): $594
- Books, supplies and miscellaneous fees: $3000
- Equipment (uniforms, stethoscope, watch, etc.): $300
- Laptop computer: $1000
- Malpractice insurance: $15.62 per year
- Personal health insurance (recommended): $39- $190 per quarter
- Required immunizations: varies depending on vaccination status and insurance coverage, estimated $0-$1000
- CPR card: varies
- Travel/Transportation: varies
- WA State licensing fee: $92
- NCLEX: $200

Prerequisites

Catalog #	Title	Credits
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
BIOL& 241	Human Anatomy & Physiology I with Lab	5
BIOL& 242	Human Anatomy & Physiology II with Lab	5
BIOL& 260	Microbiology with Lab	5
CHEM& 121	Introduction to Chemistry with Lab	5
	CMST& 210 or CMST& 220 or ENGL& 102	5
ENGL& 101	English Composition I	5
	Humanities	5
	Humanities	5
MATH& 146	Introduction to Stats	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5

First Quarter (Fall)

Catalog #	Title	Credits
HUM 131	Policy and Ethics in Healthcare I	1
NURS 101	Nursing I	5
NURS 111	Fundamental Clinical Nursing Skills	2
NUTR 121	Nutrition in Healthcare I	3
PSYC 141	Psychosocial Issues in Healthcare I	3

Second Quarter (Winter)

Catalog #	Title	Credits
NURS 102	Nursing II - Theory	6
NURS 112	Nursing II - Lab	5
NUTR 122	Nutrition in Healthcare II	1

Third Quarter (Spring)

Catalog #	Title	Credits
NURS 103	Nursing III - Theory	6
NURS 113	Nursing III - Lab	5
NUTR 123	Nutrition in Healthcare III	1

Fourth Quarter (Fall)

Catalog #	Title	Credits
NURS 201	Nursing IV-Theory	6
NURS 211	Nursing IV - Lab	5
PSYC 242	Psychosocial Issues in Healthcare II	2

Fifth Quarter (Winter)

Catalog #	Title	Credits
HUM 232	Policy and Ethics in Healthcare II	2
NURS 202	Nursing V-Theory	4
NURS 212	Nursing V-Lab	6

Sixth Quarter (Spring)

Catalog #	Title	Credits
HUM 233	Policy and Ethics in Healthcare III	2
NURS 203	Nursing VI - Theory	4
NURS 213	Nursing VI-Lab	6
	Total Credits	135

Associate in Science, Transfer Track 1

The Associate in Science, Transfer Track 1 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 Track 1 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.

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).

Program Plan Code: LRST1AS

- 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

Communication Skills

Catalog #	Title	Credits
ENGL& 101	English Composition I	5

Quantitative Skills

Catalog #	Title	Credits
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5

Pre-Major Requirements

Catalog #	Title	Credits
CHEM& 161	General Chemistry with Lab I	5
CHEM& 162	General Chemistry with Lab II	5
CHEM& 163	General Chemistry with Lab III	5
	MATH& 146 or MATH& 163	5
	BIOL& 221 or PHYS& 114 or PHYS& 221	5
	BIOL& 222 or PHYS& 115 or PHYS& 222	5
	BIOL& 223 or PHYS& 116 or PHYS& 223	5

Humanities and Social Sciences

Minimum of 5 credits in Humanities, minimum 5 credits in Social Science, plus an additional 5 credits in either Humanities or Social Sciences for a total of 15 credits. A maximum of 5 Humanities credits allowed in performance/skills.

Catalog #	Title	Credits
	Humanities	5
	Humanities or Social Sciences	5
	Social Sciences	5

Additional Requirements

10-15 credits in physics, geology, organic chemistry, biology or mathematics, consisting of courses normally taken for science majors, preferably in a 2 or 3 quarter sequence.

Catalog #	Title	Credits
	Additional Requirements	10-15

Remaining Credits

Sufficient additional college-level credits so that total credits earned are at least 90 credits. These remaining credits may include prerequisite for major courses, additional major coursework, Professional Technical coursework, or specific general education or other university requirements, as approved by the advisor. A maximum of five credits of nonacademic electives may be accepted.

Catalog #	Title	Credits
	Remaining Credits	10-15
	Total Credits	90

Automotive Service Technician Certificate

Admission to the Automotive Technology program is currently paused. Updates regarding the program's status will be posted on the College's website as they become available.

Program Description

The Peninsula College Automotive Service Technician Certificate is a 6-month hands-on program designed to prepare students for employment in the Automotive Industry. Coursework includes automotive repair, electrical vehicle repair, gas and diesel vehicles, diagnostics, and preventative maintenance and repair. The program emphasizes student success through equity-minded educational experiences that engage students from entry to attainment of high-demand automotive careers. The curriculum aligns with standards set forth by the National Institute for Automotive Service Excellence (ASE) Educational Foundation, employer input, and best practices in automotive service education. The courses were designed to develop competent entry level Auto Service Technicians who are familiar with a variety of common automotive servicing and repair skills.

Program Length: 2 Quarters
Program Code: AUMASC20

Career Opportunities and Earnings

There is a growing demand for Automotive Service Technicians. Graduates may find positions with a variety of automotive service shops and dealerships.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

- 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
- Identify electrical/electronic system components and configurations
- Using standard diagnostic equipment, swiftly diagnose common automotive issues and recommend/perform proper repairs
- Research vehicle service information such as fluid type, internal combustion engine operation, vehicle service history, service precautions, technical service bulletins, and recalls including vehicles equipped with advanced driver assistance systems (ADAS)
- Demonstrate basic understanding of how to service, diagnose and repair hybrid-electric vehicles, plug-in hybrid-electric vehicles, and battery-electric vehicles

Special Features

- Curriculum combines theory and hands-on experience with the technical and interpersonal skills necessary to be a productive member of the automotive industry workforce
- Inclusive curriculum that accommodates the needs of all students
- Collaborative learning that ensures all students are part of shared learning experiences and receive equal opportunities regardless of learner differences
- Short two quarter certificate provides training for students to quickly step into a high demand career field with skills employers are looking for
- Free academic and tutoring support from the Peninsula College Center for Equity, Teaching, and Learning
- Workforce program funding for tuition, books, class materials, and childcare is available to eligible students
- Course includes curriculum in soft skills and opportunities for manufacturer specific training as well as intern opportunities with local employers

Program Goals

- Ready students for a career in the automotive service industry
- Prepare students for certain components of ASE certification
- Foster equity and inclusion by removing barriers to underrepresented students pursuing careers in the automotive industry
- Provide local employers with work-ready auto technicians in a high demand career field

Approximate Additional Costs

- Tuition and fees: $3,710.60 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ATEC 181	Automotive Safety & Tools	2
ATEC 182	Basic Electrical for Automotive	4
ATEC 183	Gas & Diesel Vehicles	4
ATEC 187	Preventative Maintenance & Inspection	5

Second Quarter (Winter)

Catalog #	Title	Credits
ATEC 184	Special Topics in Automotive	5
ATEC 185	Electrical Vehicles	4
ATEC 186	Automotive Diagnostics	5
ATEC 291	Internship	1
	Total Credits	30

Bachelor of Applied Science in Behavioral Healthcare

Program Description

The Bachelor of Applied Science (BAS) in Behavioral Healthcare degree builds on an existing two year degree adding upper division coursework to complete a four-year degree. Applicants are accepted year round. Some courses are offered in a flexible instruction modality, allowing students the option to attend in person or online. This program starts in fall quarter and can be completed online.

This degree is designed to provide program graduates with the practical knowledge and skills necessary to enter the behavioral health workforce. The curriculum of the BAS in Behavioral Healthcare degree includes a combination of core courses, specialized courses, and practical experiences. These courses provide students with a strong understanding of human behavior, mental health disorders, and the principles of counseling. After completing the first year of the program, each student completes a five-credit internship.

Program Code: SAABHBAS

Career Opportunities and Earnings

Graduates can pursue roles such as case managers, behavioral health technicians, community outreach specialists and a variety of other roles. These positions involve working directly with individuals facing mental health challenges, providing support, guidance, and implementing treatment plans. Furthermore, opportunities exist in non-profit organizations, government agencies, hospitals, rehabilitation centers, and community health centers. Graduates can choose to continue their education and pursue advanced degrees to expand their career prospects, such as becoming licensed therapists, counselors, or pursuing administrative roles within behavioral health organizations. The demand for professionals in behavioral health continues to grow, making it an exciting and fulfilling field for graduates to make a positive impact on individuals' lives and contribute to the betterment of society.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

Upon completion of Peninsula College BAS Behavioral Healthcare program students will successfully satisfy the following program outcomes:

- Demonstrate clear, concise, and effective written, electronic, and verbal communication skills with clients, families, and interdisciplinary team members to enhance personal centered care and health outcomes.
- Demonstrate the ability to function effectively as a member of a multi-disciplinary team in coordinating services and resources to meet the needs of diverse populations.
- Effectively analyze, evaluate, and conduct behavioral health research and use to benefit the consumer and family members. Including an abiding hope for recovery for every person.
- Identify the structures, functions, and organizations which comprise the local healthcare system with a particular focus on behavioral healthcare organizations.
- Complete both brief screenings and biopsychosocial assessments to include co-occurring disorders and develop and monitor client-centered treatment plans in the context of family, community, and cultural identities.
- Analyze behavioral health concepts such as current trends, theories, approaches, and best practices for the individual consumer and their families.
- Recognize institutional and social barriers that impede access, equity, and success for individuals and families within behavioral health systems.
- Demonstrate the ability to adhere to professional, ethical standards, including confidentiality and sensitivity when working with diverse populations within the behavioral health field.
- Demonstrate proper use of technologies and processes used to collect and analyze data and easily disseminate to appropriate parties.

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS Behavioral Healthcare program curriculum is designed to prepare students for completing master's degrees in similar fields.
- The BAS Behavioral Healthcare program may be completed in either 6 or 9-quarters. See below for the recommended sequence of courses.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of 2.0 or higher

- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- 5 credits of PSYC& 100 with a GPA of 2.0 or higher
- 5 credits of SOC& 101 with a GPA of 2.0 or higher
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may start taking courses in fall quarter. To learn more about the application process, visit https://pencol.edu/bachelors-degrees.

Graduation Requirements

- 180 minimum credits are required to complete the program
- 60 upper division credits are required (300-499 level courses)
- A minimum of 30 credits are required in residence at Peninsula College in the 300-400 level courses
- A cumulative Peninsula College GPA of 2.0 is required

First Quarter (Fall)

Catalog #	Title	Credits
BHAV 321	Overview of Behavioral Health Disorders	5
BHAV 332	Behavioral Health Systems of Care	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BHAV 320	Social and Cultural Diversity in Behavioral Health	5
BHAV 330	Counseling Ethics and Scope of Practice	5
	Humanities or PSYC& 200 or above	5

Third Quarter (Spring)

Catalog #	Title	Credits
BHAV 400	Case Management	5
BHAV 430	Trauma-Informed Care	5
	Humanities or PSYC& 200 or above	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BHAV 340	Professional Development for Behavioral Health	5
BHAV 420	Assessment and Goal Planning	5
	Humanities or PSYC& 200 or above	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BHAV 440	Family Systems	5
BHAV 465	Internship	1-5
MATH& 146	Introduction to Stats	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BHAV 450	Advanced Counseling Techniques	5
BHAV 455	Neurology of Behavioral Health	5
BHAV 471	Behavioral Healthcare Program Capstone	5
	Total Credits	90

Sample Schedule

First Quarter (Fall)

Catalog #	Title	Credits
BHAV 321	Overview of Behavioral Health Disorders	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BHAV 320	Social and Cultural Diversity in Behavioral Health	5
BHAV 330	Counseling Ethics and Scope of Practice	5

Third Quarter (Spring)

Catalog #	Title	Credits
BHAV 430	Trauma-Informed Care	5
	Humanities or PSYC& 200 or above	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BHAV 332	Behavioral Health Systems of Care	5
BHAV 420	Assessment and Goal Planning	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BHAV 440	Family Systems	5
MATH& 146	Introduction to Stats	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BHAV 400	Case Management	5
BHAV 455	Neurology of Behavioral Health	5

Seventh Quarter (Fall)

Catalog #	Title	Credits
BHAV 340	Professional Development for Behavioral Health	5
	Humanities or PSYC& 200 or above	5

Eighth Quarter (Winter)

Catalog #	Title	Credits
BHAV 465	Internship	1-5
	Humanities or PSYC& 200 or above	5

Ninth Quarter (Spring)

Catalog #	Title	Credits
BHAV 450	Advanced Counseling Techniques	5
BHAV 471	Behavioral Healthcare Program Capstone	5

Bachelor of Applied Science in Management

Program Description

The Bachelor of Applied Science (BAS) in Management degree builds on an existing two year 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 online. Students can enter the program in the fall, winter, spring, or summer.

This 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. 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.

Program Code: BAMAMBAS

Career Opportunities and Earnings

Potential positions include management, accounting, project management, or entrepreneurial. Obtaining advanced academic degrees may lead to administrative positions in business administration, education, and management. The demand for managers should remain strong over the next decade.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline
- Demonstrate 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

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS program curriculum is designed to prepare students for completing a Master of Business Administration or similar degree.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of a 2.0 or higher
- 5 credits of BUS& 101 or ECON 101 with a GPA of 2.0 or higher
- 5 credit CMST course with a GPA of 2.0 or higher
- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may begin taking courses fall, winter, or spring quarters. All required courses are offered online. To learn more about the application process, visit https://pencol.edu/bachelors-degrees.

Note: This schedule is based on full-time enrollment for two academic years. Students who enter the program mid-year will adjust their schedules accordingly.

First Quarter

Catalog #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
ENGL 325	Professional and Organization Communications	5

Second Quarter

Catalog #	Title	Credits
BAS 325	Legal Environments in Management	5
BAS 358	Marketing for Managers	5
MATH& 146	Introduction to Stats	5

Third Quarter

Catalog #	Title	Credits
BAS 340	Applied Financial Management	5
BAS 380	Project Management	5
	Social Sciences or Upper-Division Elective	5

Fourth Quarter

Catalog #	Title	Credits
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
ECON& 201	Microeconomics	5

Fifth Quarter

Catalog #	Title	Credits
BAS 330	Management Information Systems	5
BAS 485	Ethics for Managers	5
	Humanities or Approved Upper-Division Elective	5

Sixth Quarter

Catalog #	Title	Credits
BAS 465	BAS Internship	1-5
BAS 490	Strategic Management & Policy	5
	Natural Sciences with Lab or Approved Upper-Division Elective	5
	Total Credits	90

Bachelor of Applied Science in Teacher Education

Program Description

Effective and high-quality teacher education programs are guided by a rigorous and comprehensive conceptual framework. The BAS-TE program has a conceptual framework that provides a vision for our teacher candidates, partners, and the community. Effective teaching requires that educators draw upon students' social, cultural, linguistic, and academic experiences. The emphasis on diversity, and responding to learners in a cultural context, are themes woven into all aspects of the teacher education program.

The Peninsula College BAS-Teacher Education program works from a theoretical logic model for continuous improvement based in growth and inclusivity: We strive to develop reflective, inquiring professionals who advocate for equity and possess the capacity for change within inclusive communities of practice.

The BAS-TE Program contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Program Code: ECETEBAS

Career Opportunities and Earnings

The Bachelor of Applied Science Teacher Education (BAS-TE) degree program prepares candidates for Washington state K-8 teacher certification. Graduates can pursue roles as teachers throughout the state or can look to work in other states (although there are further steps to take to have certification recognized in/ transferred to other states: Washington State Certification - Frequently Asked Questions.

There is a high need for professional educators locally, regionally, and nationally, making it an exciting and fulfilling field for graduates to make a positive impact on individuals' lives and contribute to the betterment of society.

The BAS-TE program is a residency model. Throughout the program, candidates will invest time in K-8 classrooms, in multiple local districts and schools, with increasing frequency and complexity under the guidance of a mentor teacher and field supervisor. During their final two quarters, they will be in the classroom full time. In addition to this residency, candidates will complete two years of core coursework. Coursework is offered in the evening, with a mix of online and in-person classes.

Program Outcomes

Upon completion of the Peninsula College BAS Teacher Education, all teacher candidates will be able to:

- Use enduring content and pedagogical knowledge to inform their teaching
- Develop relevant, rigorous, and developmentally appropriate curricula
- Modify curriculum and instruction based on the individual needs of their students
- Use assessment of their students' learning and their own teaching to inform future planning and teaching
- Attend to the wellness of their students, which includes civic and social development
- Work respectfully and collaboratively with colleagues and community to ensure quality instructional programs and stewardship of public schools
- Attend to their own wellness in terms of compassion, boundaries, overall health
- Employ trauma and culturally responsive practices to enhance communities

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS Teacher Education program curriculum is designed to prepare students for completing master's degrees in similar fields.
- Flexible classes are offered Tuesday and/or Thursday evenings.
- Flexible course schedule remains consistent throughout the program.
- Full-time students will complete 14-16 credits per quarter.

Program Prerequisites

1. Successful completion of the following courses (or their equivalent) with a 2.0 or better **(submit transcripts and/or request for credit for prior learning/equivalency)**:

- ECED& 160: Curriculum Development
- ECED& 170: Environments
- ECED& 180: Language and Literacy
- ECED& 190: Observation and Assessment
- EDUC& 115: Child Development or PSYC& 200: Lifespan Psychology
- EDUC& 203: Exceptional Child or EDUC& 204: Inclusive Education
- ENGL& 101: English Composition I
- HIST& 214: Pacific Northwest History or IIS 101: Introduction to American Indian Studies
- MATH 108: Math for Elementary Teachers II or the equivalent

2. Students seeking Washington state teacher certification must follow the guidelines set forth by the **Professional Educator Standards Board (PESB)** which permits teachers, administrators, and educational

staff associates to work in Washington schools. To earn a residency teacher certificate in Washington, candidates are required to take basic skills and content knowledge assessments. In addition, teacher candidates who are enrolled in PESB-approved teacher preparation programs are required to pass a performance assessment. All Washington teacher candidates are required to take the Washington Educator Skills Test – Basic (WEST-B) for admission into a teacher preparation program. The assessment includes three sub-tests: reading, writing, mathematics. No passing score is required, however, if you score below 235 in any area (reading, writing, and math are all required), further information, coursework, and steps may be required.

a. Visit the WEST-B website for information on test preparation materials, registration, test policies, test framework, test fees, and vouchers.
b. The testing resource hub provides resources for programs and candidates to increase access to test related materials across the state.
c. Individuals seeking admission to an educator preparation program may submit evidence of taking an equivalent national or out-of-state basic skills assessment approved by the Board, in lieu of the WEST-B. See the WEST-B equivalent assessment page for more details about the equivalent tests.
d. **Vouchers:** A limited number of vouchers are available to cover the cost of the WEST-B. Vouchers will be awarded the first of the month based on the highest amount of financial need (as determined by PC's Financial Aid Office). Vouchers may only be used for new test registrations. The BAS-Teacher Education program will email you the result of your application. Do not submit payment for the test until you have been notified by the BAS-TE program about whether you have received a voucher. **To qualify for a voucher applicants must meet the following criteria:**
    i. Have applied to the BAS-TE Program at Peninsula College.
    ii. Show financial need, as determined by the PC Financial Aid Office.
    iii. Have not received a previous voucher for the WEST-B. You may only receive the voucher one time.
e. **Voucher Values:**
    i. WEST-B Voucher (up to $96) broken into $32 codes to register for each subtest.
    ii. **For additional information, contact the Program Coordinator.**

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39-190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/ financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may start taking courses in fall quarter.

- **Step 1: Apply to Peninsula College here:** pencol.edu/applying-program/bas-application-form.
    - Apply for **FAFSA**/**WASFA**, if you intend to use financial aid.
    - Send all official transcripts (or a request for credit for prior learning/equivalency) from previously attended colleges or universities to admissions for evaluation.
    - Send West-B Scores.
    - Once Application and Transcripts have been received, you will be contacted by the Program Coordinator and asked to apply to the program.
- **Step 2: Apply to the Program**
    - You will be given access to a Canvas site and asked to complete:
        - Personal Statement

- Two Self Assessments

Graduation Requirements

- 180 minimum credits are required to complete the program.
- 60 upper division credits are required (300-499 level courses).
- A minimum of 30 credits are required in residence at Peninsula College in the 300-400 level courses.
- A cumulative Peninsula College GPA of 2.0 is required.

Prerequisites

Catalog #	Title	Credits
ECED& 160	Curriculum Development	5
ECED& 170	Environments	3
ECED& 180	Language and Literacy Development	3
ECED& 190	Observation and Assessment	3
	EDUC& 115 or PSYC& 200	5
	EDUC& 203 or EDUC & 204	3-5
ENGL& 101	English Composition I	5
	HIST& 214 or IIS 101	5
MATH 108	Math for Elementary Teachers II	5

First Quarter (Fall)

Catalog #	Title	Credits
EDUC 300	Education, Schooling & Society	5
EDUC 310	Indigenous Perspectives	3
EDUC 320	Structured Literacy for Diverse Readers and Writers	5
EDUC 330	The Teacher as Leader I	2

Second Quarter (Winter)

Catalog #	Title	Credits
EDUC 340	Cultural Responsiveness and Inclusionary Practices	4
EDUC 350	Literacy Grades 4-8	5
EDUC 360	Curriculum and Instruction	4
EDUC 365	Practicum I	1

Third Quarter (Spring)

Catalog #	Title	Credits
EDUC 370	Exceptionalities	5
EDUC 380	Learning Mathematics	5
EDUC 390	Assessment	3
EDUC 395	Practicum II	2

Fourth Quarter (Fall)

Catalog #	Title	Credits
EDUC 400	Learning (through) The Arts	2
EDUC 410	Learning Science	5
EDUC 420	The Child and the Classroom	2
EDUC 425	Student Teaching I	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
EDUC 430	Learning Social Studies	3
EDUC 440	Language and Literacy	3
EDUC 445	Student Teaching II	10

Sixth Quarter (Spring)

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
EDUC 450	Health and Wellness	2
EDUC 460	Technology For Differentiation and Engagement	2
EDUC 470	The Teacher as Leader II	2
EDUC 475	Student Teaching III	10
	Total Credits	90

Baking Fundamentals Short Term Certificate

Program Code: BPABFC20

Catalog #	Title	Credits
CUL 100	Food Safety and Sanitation	3
CUL 160	Pastry Orientation	2
CUL 166	Bread I	5
CUL 167	Cookies I	5
CUL 168	Cakes I	5
	Total Credits	20

Biology Emphasis, Associate in Science, Transfer Track 1

Overview

Complete your Associate in Science, Transfer Track 1 with an emphasis in Biology in preparation for transferring to a four-year university.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Science, Transfer Track 1. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Educator
- Field Technician
- Park Ranger
- Research Scientist

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your Associate in Science, Transfer Track 1 degree with an emphasis in biology, but is not a major ready pathway.

Transfer Institution Information

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
BIOL& 221	Ecology and Evolution with Lab	5
ENGL& 101	English Composition I	5
MATH& 141	Precalculus I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
BIOL& 222	Molecular & Cellular Biology with Lab	5
MATH& 142	Precalculus II	5
	Humanities	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
BIOL& 223	Organismal Biology with Lab	5
MATH& 146	Introduction to Stats	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
CHEM& 161	General Chemistry with Lab I	5
	Humanities or Social Sciences	5
MATH& 151	Calculus I	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Additional Requirements	5
CHEM& 162	General Chemistry with Lab II	5
MATH& 152	Calculus II	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Additional Requirements	5
CHEM& 163	General Chemistry with Lab III	5
MATH& 163	Calculus III	5
	Total Credits	90

Bookkeeping for Small Business Short Term Certificate

Program Code: ATBBKC01

Program Outcomes

- Use QuickBooks ledger software to prepare financial reports
- Apply fundamental accounting procedures
- Analyze transactions, inventories, receivables, cash flow, financial statements, payroll, and budgets

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ACCT 215	QuickBooks	5
BUS 135	Bookkeeping Small Business Foundations	6
BUS 290	Internship in Business	1-5
	Total Credits	19

Bookkeeping Short Term Certificate

Program Code: ATBBOC01

Catalog #	Title	Credits
ACCT 101	Introduction to Accounting and Finance	5
ACCT 215	QuickBooks	5
AMATH 121	Applied Math for Professional & Tech Programs I	5
BUS 247	Payroll and Business Taxes	5
	Total Credits	20

Business Administration Accounting Short Term Certificate

Program Code: ATBBAC01

Program Outcomes

- Prepare and analyze company financial statements and budgetary data
- Apply qualitative and quantitative methods for critical thinking and problem solving
- Utilize electronic technology, including accessing information from various sources

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ACCT& 202	Principles of Accounting II	5
ACCT& 203	Principles of Accounting III	5
	Total Credits	15

Business Administration Accounting, Associate in Applied Science (AAS) Degree

Program Description

Complete your Business Administration Accounting, Associate in Applied Science (AAS). 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.

Program Length: 6 Quarters
Program Code: ATBBAAPT

Career Opportunities and Earnings

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.

- Accounting
- Accounts payable/receivable
- Banking
- Bookkeeping
- Paraprofessional position in CPA firm
- Payroll
- Tax preparer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Apply qualitative and quantitative 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu

Program Goals

- Prepare students for a variety of business related job opportunities.
- Prepare students for a rapidly changing business environment.
- Measure and assess student learning and implement improvements to ensure a high quality program.
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 220	International Business	5
ENGL& 101	English Composition I	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
BUS 283	Human Resources Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
AOS 106	Introduction to Microsoft Excel	5
BUS 270	Management Information Systems	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 247	Payroll and Business Taxes	5
	Humanities	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
ACCT 215	QuickBooks	5
ECON& 201	Microeconomics	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
BUS 280	Managerial Finance	5
ECON& 202	Macroeconomics	5
	Total Credits	90

Business Administration Accounting, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Business Administration Accounting, Associate in Applied Science-Transfer (AAS-T). 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.

Program Length: 6 Quarters
Program Code: ATBBAAAS

Career Opportunities and Earnings

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.

- Accounting
- Accounts payable/receivable
- Banking
- Bookkeeping
- Paraprofessional position in CPA firm
- Payroll

- Tax preparer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Apply qualitative and quantitative 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion.
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management.
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu.

Program Goals

- Prepare students for a variety of business related job opportunities.
- Prepare students for a rapidly changing business environment.
- Measure and assess student learning and implement improvements to ensure a high quality program.
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 220	International Business	5
ENGL& 101	English Composition I	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
BUS 283	Human Resources Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
BUS 270	Management Information Systems	5
	MATH& 107 or above	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 247	Payroll and Business Taxes	5
	Humanities	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
ACCT 215	QuickBooks	5
ECON& 201	Microeconomics	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
BUS 280	Managerial Finance	5
ECON& 202	Macroeconomics	5
	Total Credits	90

Business Administration Business Entrepreneurship Short Term Certificate

Program Code: BAMBEC01

Program Outcomes

- Identify key legal principles that apply in business transactions and demonstrate an understanding of legal risk management
- Identify and apply strategic solutions to emerging issues in global business and the processes of globalization
- Identify and apply management skills and concepts that can be applied in a wide variety of situations
- Demonstrate an understanding of marketing principles to promote a company

Catalog #	Title	Credits
BUS 135	Bookkeeping Small Business Foundations	6
BUS 245	Entrepreneurship and New Innovation	5
BUS 282	Principles of Marketing	5
	Total Credits	16

Business Administration Business Foundations Certificate

Program Overview

Successful completion of this one-year program leads to a Business Administration Certificate. In addition, six specialized certificates, ranging from 15 credits to 20 credits, are also available.

Program Length: 3 Quarters
Program Code: BAMBFC45

Career Opportunities and Earnings

Graduates with business management skills have found employment opportunities in a variety of business settings. The greatest expansion in the job market over the next decade is expected to occur in the small business sector. The demand for persons trained in this field should remain strong over the next several years.

- Accounting
- Management
- Customer service representative
- Data entry
- General office assistant
- Retailing sales representative

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Demonstrate an understanding of management principles
- Demonstrate proficiency in Quickbooks
- Apply qualitative and quantitative methods for critical thinking and problem solving
- Demonstrate competency in written and oral communication
- Utilize electronic technology, including accessing information from various sources
- Formulate a personal code of ethical behavior as it relates to a modern business environment
- Demonstrate an understanding of marketing principles to promote a company

Special Features

- Interactive training, skill-based assessments, and online digital learning solutions provide timely feedback to enhance learning
- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Students can work closely with their advisor for individualized advising to create a personal plan for degree completion

- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu.

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30
- Tuition and fees: $5,565.90 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 247	Payroll and Business Taxes	5
BUS 282	Principles of Marketing	5

Second Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
ACCT 215	QuickBooks	5
	BUS 205 or BUS 283 or MEDIA 275	5

Third Quarter (Spring)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
BUS 250	Operations Management	5
ENGL& 101	English Composition I	5
	Total Credits	45

Business Administration Business Technology Short Term Certificate

Program Code: BAMBTC01

Program Outcomes

- Demonstrate proficiency in Quickbooks

- Demonstrate proficiency in Excel
- Identify and summarize federal and statement employment laws
- Demonstrate required payroll and business record keeping procedures and prepare federal and state tax reports

Catalog #	Title	Credits
ACCT 215	QuickBooks	5
AOS 106	Introduction to Microsoft Excel	5
BUS 247	Payroll and Business Taxes	5
	Total Credits	15

Business Administration Certificate

Program Description

Successful completion of this one-year program leads to a Business Administration Certificate. In addition, six specialized certificates, ranging from 15 credits to 20 credits, are also available. This one-year program leads toward the 2-year degree in Business Administration.

Program Length: 3 Quarters
Program Code: BAMBAC45

Career Opportunities and Earnings

Previous graduates have found employment in education, government and private industry. Many firms, especially those looking for management and sales trainees, are primarily interested in hiring persons with a general background. The greatest expansion in the job market over the next decade is expected to occur in the small business sector. The demand for persons trained in this field should remain strong over the next several years.

- Accounting
- Banking customer service representative
- Data entry
- General office assistant
- Retailing sales representative
- Sales trainee

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Identify key legal principles that apply in business transactions and demonstrate an understanding of legal risk management
- Apply qualitative and quantitative 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
- Demonstrate competency in written and oral communication
- Apply basic computational skills to practical applications
- Demonstrate an understanding of management principles

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu.

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30
- Tuition and fees: $5,565.90 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
	AMATH 121 or MATH& 107 or above	5
BUS& 101	Introduction to Business	5

Second Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
BUS& 201	Business Law	5
BUS 205	Principles of Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
BUS 270	Management Information Systems	5
ENGL& 101	English Composition I	5
	Total Credits	45

Business Administration Economics and Finance Short Term Certificate

Program Code: BAMEFC01

Program Outcomes

- Recognize and analyze how economic forces shape the environment of business and decision making
- Describe and apply the concept of finance, financial assets, and financial markets
- Apply qualitative and quantitative methods for critical thinking and problem solving

Catalog #	Title	Credits
BUS 280	Managerial Finance	5
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
	Total Credits	15

Business Administration Entrepreneurship Foundations, Associate in Applied Science (AAS) Degree

Program Description

Complete your Business Administration Entrepreneurship Foundations, Associate in Applied Science (AAS). 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.

Program Length: 6 Quarters
Program Code: BAMBEAPT

Career Opportunities and Earnings

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.

- Accounting
- Accounts payable/receivable
- Banking
- Bookkeeping
- Paraprofessional position in CPA firm
- Payroll
- Tax preparer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Apply qualitative and quantitative methods for critical thinking and problem solving
- Formulate a personal code of ethical behavior as it relates to a modern business environment
- Write and present a business plan

- Analyze market trends and innovation for new opportunities
- 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 and apply management skills and concepts that can be applied in a wide variety of situations
- 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 135	Bookkeeping Small Business Foundations	6
BUS 282	Principles of Marketing	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
	BUS 205 or MEDIA 275	5
BUS 283	Human Resources Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
AOS 106	Introduction to Microsoft Excel	5
ENGL& 101	English Composition I	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 210	Business Planning	5
BUS 247	Payroll and Business Taxes	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
ACCT 215	QuickBooks	5
BUS 245	Entrepreneurship and New Innovation	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
BUS 250	Operations Management	5
	Social Sciences	5
	Total Credits	91

Business Administration Entrepreneurship Foundations, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Business Administration Entrepreneurship Foundations, Associate in Applied Science-Transfer (AAS-T) Degree. 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.

Program Length: 6 Quarters
Program Code: BAMBEAAS

Career Opportunities and Earnings

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.

- Accounting
- Accounts payable/receivable
- Banking
- Bookkeeping
- Paraprofessional position in CPA firm
- Payroll
- Tax preparer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Apply qualitative and quantitative methods for critical thinking and problem solving
- Formulate a personal code of ethical behavior as it relates to a modern business environment
- Write and present a business plan
- Analyze market trends and innovation for new opportunities
- 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 and apply management skills and concepts that can be applied in a wide variety of situations
- 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 135	Bookkeeping Small Business Foundations	6
BUS 282	Principles of Marketing	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
BUS 283	Human Resources Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
ENGL& 101	English Composition I	5
	MATH& 107 or above	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 210	Business Planning	5
BUS 247	Payroll and Business Taxes	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
ACCT 215	QuickBooks	5
BUS 245	Entrepreneurship and New Innovation	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
	Social Sciences	5
	Humanities, Natural Sciences or Social Sciences	5
	Total Credits	91

Business Administration Management Short Term Certificate

Program Code: BAMBMC01

Program Outcomes

- Identify and apply management skills and concepts that can be applied in a wide variety of situations
- Develop skills and knowledge in planning strategic human resources policies
- Describe how the components of an information system in a digital world are used in managing a competitive business
- Describe and apply the concept of finance, financial assets, and financial markets

Degree Requirements

Catalog #	Title	Credits
BUS 205	Principles of Management	5
	BUS 250 or BUS 280	5
	BUS 270 or BUS 283	5
	Total Credits	15

Business Administration Management, Associate in Applied Science (AAS) Degree

Program Description

Complete your Business Administration Management, Associate in Applied Science (AAS). 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.

Program Length: 6 Quarters
Program Code: BAMAMAPT

Career Opportunities and Earnings

Previous graduates have found employment in retail, wholesale, and service industries. The greatest expansion in the job market over the next ten years is expected to occur in the small business sector including employment prospects for business managers. Opportunities for advancement are enhanced by a student's motivation and desire to succeed. The demand for persons trained in this field should remain strong over the next several years.

- Assistant manager
- Buyer
- Department manager
- Management trainee
- Sales manager
- Store manager
- Supervisor

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Prepare analytical Excel schedules to support business decisions
- Apply qualitative and quantitative 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 general and specific forces shape the environment of business and decision making
- Demonstrate competency in written and oral communication
- 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program

- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 220	International Business	5
ENGL& 101	English Composition I	5

Second Quarter (Winter)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
BUS& 201	Business Law	5
BUS 205	Principles of Management	5

Third Quarter (Spring)

Catalog #	Title	Credits
BUS 270	Management Information Systems	5
AOS 106	Introduction to Microsoft Excel	5
	Humanities	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 282	Principles of Marketing	5
ECON& 202	Macroeconomics	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
BUS 283	Human Resources Management	5
ECON& 201	Microeconomics	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
BUS 249	Introduction to Federal Taxation	5
BUS 250	Operations Management	5
	Total Credits	90

Business Administration Management, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Business Administration Management, Associate in Applied Science-Transfer (AAS-T). 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.

Program Length: 6 Quarters
Program Code: BAMAMAAS

Career Opportunities and Earnings

Previous graduates have found employment in retail, wholesale, and service industries. The greatest expansion in the job market over the next ten years is expected to occur in the small business sector including employment prospects for business managers. Opportunities for advancement are enhanced by a student's motivation and desire to succeed. The demand for persons trained in this field should remain strong over the next several years.

- Assistant manager
- Buyer
- Department manager
- Management trainee
- Sales manager
- Store manager
- Supervisor

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Prepare and analyze company financial statements
- Prepare budgets for a company using Microsoft Excel
- Apply qualitative and quantitative 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
- 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

Special Features

- Short-term certificates of proficiency, which include courses within the program, are offered to provide students benchmarks of achievement leading to degree completion
- Classroom instruction and practical experiences are combined into a course of study that provides students with broad exposure to the principles and philosophies of business and management

- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu

Program Goals

- Prepare students for a variety of business related job opportunities
- Prepare students for a rapidly changing business environment
- Measure and assess student learning and implement improvements to ensure a high quality program
- Monitor the needs of the business community and maintain the relevancy of program curriculum through advisory committee meetings and program reviews

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $500
- Calculator (recommended): $30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS 220	International Business	5
ENGL& 101	English Composition I	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
	MATH& 107 or above	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
BUS 270	Management Information Systems	5
	Humanities	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS 282	Principles of Marketing	5
ECON& 202	Macroeconomics	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
BUS 283	Human Resources Management	5
ECON& 201	Microeconomics	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
BUS 249	Introduction to Federal Taxation	5
BUS 250	Operations Management	5
	Total Credits	90

Business Foundations Certificate

Program Code: ATBBFC45

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ACCT& 202	Principles of Accounting II	5
ACCT 101	Introduction to Accounting and Finance	5
ACCT 215	QuickBooks	5
AMATH 121	Applied Math for Professional & Tech Programs I	5
BUS& 101	Introduction to Business	5
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
BUS 210	Business Planning	5
BUS 247	Payroll and Business Taxes	5
BUS 282	Principles of Marketing	5
ENGL& 101	English Composition I	5
HUMDV 114	Resume Writing	1-2
	Total Credits	62

Commercial Driver's License (CDL)

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. The course will also prepare students to enter the field of Commercial Vehicle Operators. The course will have an emphasis on safety and a basic knowledge of the rules and regulations as required by the Federal Motor Carrier Safety Administration and the Washington State Patrol. Students will be prepared to operate commercial vehicles safely and to begin employment as over-the-road drivers upon completion of course.

Program Code: TBDCDC01

Program Outcomes

- Safely operate a commercial vehicle
- Inspect a commercial vehicle
- Take the Washington State Commercial Driving Class A test

Catalog #	Title	Credits
CDL 100	Commercial Driver's License A	10
	Total Credits	10

Construction Technology Cabinetry and Finish Carpentry Short Term Certificate

Program Code: CARBFC01

Program Outcomes

- Use hand tools and power machinery safely
- Perform the tasks associated with building custom cabinets, including construction cabinet boxes and cabinet doors
- Perform the tasks required to properly install windows, doors, molding, and trim

Catalog #	Title	Credits
CONST 101	Introduction to Woodworking	5
CONST 102	Woodworking II	5
CONST 103	Finish Carpentry	5
	Total Credits	15

Construction Technology Carpentry Certificate

Program Description

Peninsula College's Construction Technology program is an important component to the college's commitment to workforce training in sustainable industries. The certificate in Construction Technology offers a comprehensive program designed to prepare students for employment in sustainable green construction trades, alternative building materials and methods and construction management. Foundation classes cover basic woodworking, foundations framing, roof systems and alternative energy. Core courses teach students green building concepts and design, engineered building materials, blueprint reading and alternative building methods. Capstone classes include jobsite management, construction leadership and estimation. Instruction consists of classroom presentations, hands-on training in lab settings and online learning modules.

Program Length: 3 Quarters
Program Code: CARCTC45

Career Opportunities and Earnings

Graduates of the Construction Technology program may find entry-level positions in residential and small commercial carpentry businesses and other related companies. Some graduates may elect to start their own green-based building business. The demand for carpenters with these skills is expected to increase over the next decade.

- Cabinetmaker
- Carpenter
- Construction management
- Form builder
- Framer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Use hand tools and power machinery safely
- Perform all aspects of basic carpentry

- Perform an energy analysis on an existing structure
- Work in teams to plan and build carpentry projects

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $150
- Tools and equipment: Most tools are provided. Students may choose to purchase their own tools and equipment at their own expense. Costs vary, but may be $300 or more.
- Tuition and fees: $6,114.28 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (18 credits): $2,090.32
  - Second quarter (16 credits): $1,033.64
  - Third quarter (18 credits): $2,090.32

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CONST 101	Introduction to Woodworking	5
CONST 105	Blueprint Reading	5
CONST 106	Foundations and Framing	5
	CMST& 220 or HUMDV 120	3-5

Second Quarter (Winter)

Catalog #	Title	Credits
CONST 102	Woodworking II	5
CONST 108	Roof Systems and Roofing	5
ENGL& 101	English Composition I	5
FA 100	Industrial First Aid	1

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
CONST 103	Finish Carpentry	5
CONST 107	Siding, Decks and Stairs	5
CONST 160	Small Farm and Backyard Carpentry	3
	Total Credits	52

Construction Technology, Associate in Applied Science (AAS) Degree

Program Description

Peninsula College's Construction Technology program is an important component to the college's commitment to workforce training in sustainable industries. The Associate in Applied Science (AAS) degree in Construction Technology offers a comprehensive program designed to prepare students for employment in sustainable green construction trades, alternative building materials and methods and construction management. Foundation classes cover basic woodworking, foundations framing, roof systems and alternative energy. Core courses teach students green building concepts and design, engineered building materials, blueprint reading

and alternative building methods. Capstone classes include jobsite management, construction leadership and estimation. Instruction consists of classroom presentations, hands-on training in lab settings and online learning modules.

Program Length: 7 Quarters
Program Code: CARCTAPT

Career Opportunities and Earnings

Graduates of the Construction Technology program may find entry-level positions in residential and small commercial carpentry businesses and other related companies. Some graduates may elect to start their own green-based building business. The demand for carpenters with these skills is expected to increase over the next decade.

- Cabinetmaker
- Carpenter
- Construction management
- Form builder
- Framer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $150
- Tools and equipment: Most tools are provided. Students may choose to purchase their own tools and equipment at their own expense. Costs vary, but may be $300 or more.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CONST 101	Introduction to Woodworking	5
CONST 105	Blueprint Reading	5
CONST 106	Foundations and Framing	5
FA 100	Industrial First Aid	1

Second Quarter (Winter)

Catalog #	Title	Credits
CONST 102	Woodworking II	5
CONST 108	Roof Systems and Roofing	5
CONST 195	Facilities Maintenance	7

Third Quarter (Spring)

Catalog #	Title	Credits
CONST 103	Finish Carpentry	5
CONST 107	Siding, Decks and Stairs	5
CONST 136	Building Permits and Codes	3
CONST 160	Small Farm and Backyard Carpentry	3

Fourth Quarter (Summer)

Catalog #	Title	Credits
	CMST& 220 or HUMDV 120	3-5
CONST 114	Residential Remodel and Retrofit	5
CONST 153	Residential Homebuilding	5

Fifth Quarter (Fall)

Catalog #	Title	Credits
CONST 206	Advanced Carpentry Design and Concepts	5
CONST 210	Job Site Management	5
ENGL& 101	English Composition I	5

Sixth Quarter (Winter)

Catalog #	Title	Credits
CONST 215	Carpentry Estimation	5
CONST 220	Alternative Building Methods	5
	Elective, Internship, or Special Project	5

Seventh Quarter (Spring)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
CONST 212	Engineered Building Materials & Methods	5
CONST 225	Construction Management	5
	Elective, Internship, or Special Project	3
	Total Credits	110

Construction Trade Apprenticeship Preparation

Program Code: BCTCAC20

Catalog #	Title	Credits
CTAP 120	Construction Trades Math	3
CTAP 130	Worksite Behavior, Readiness and Safety	5
CTAP 140	Basic Tools, Basic Construction, Basic Blueprints	5
CTAP 150	Introduction to the Trades	5
CTAP 160	Capstone Project	2
	Total Credits	20

Creative Writing Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in creative writing in preparation for transferring to a four-year university.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Creative writer
- Editor
- Grant writer
- K-12 teacher or college professor
- Technical writer

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in creative writing, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	ENGL& 111 or IS 101	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
ENGL& 236	Creative Writing I	5
MATH& 107	Math in Society	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	ENGL& 112 or FILM 120	5
	Natural Sciences	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	ENGL& 111 or IS 101	5
ENGL& 237	Creative Writing II	5
	Natural Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Creative Writing Elective	5
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Creative Writing Elective	5
	ENGL& 112 or FILM 120	5
	Social Sciences	5
	Total Credits	90

Criminal Justice Certificate

Program Description

This one year program is designed to provide the student with a broad exposure to criminal justice theory and process as well as contemporary issues and problems. It consists of selected Criminal Justice courses and general education requirements. All of these courses are also required for the Associate in Applied Science (AAS) degree in Criminal Justice so that students who wish to continue their education may pursue the two year degree program. Successful completion of this program leads to a certificate in Criminal Justice.

Program Length: 3 Quarters
Program Code: CJLCJC45

Career Opportunities and Earnings

The employment outlook is very good with job growth expected to continue over the next decade. Graduates typically can be employed by local and federal law enforcement, juvenile and adult correction facilities, and private and corporate security/investigation firms. Successful employment in some positions is dependent upon passing competitive entrance examinations and meeting various medical requirements. Good performance and additional training can enhance opportunities for advancement. The demand for persons trained in criminal justice is expected to remain strong over the next several years

Prospective criminal justice students should be aware of the fact that criminal justice and security employment candidates are subject to extensive background checks that may include drug screening, polygraph testing, physical and psychological examinations, and oral and/or written proficiency examinations. Successful completion of the program does not necessarily guarantee that students will obtain employment in the field of criminal justice. The goal of the program is to provide students with an educational opportunity that prepares them for the rigors of employment competition within the scope of criminal justice career planning. The criminal justice program manager will work diligently to assist qualified students in finding meaningful employment.

- Correctional officers
- Law enforcement officers
- Private security officers

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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 issue
- 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

Special Features

- Students in the Criminal Justice program receive intense individual attention to student needs and academic development

Program Prerequisites

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 required 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $230
- Tuition and fees: $5,644.24 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (16 credits): $1,933.64
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CJ& 101	Introduction to Criminal Justice	5
CJ& 110	Criminal Law	5
ENGL& 101	English Composition I	5
HUMDV 101	Success in the Online Classroom	1

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
CJ 115	Constitutional Issues in Criminal Justice	5
CJ 121	Criminal Evidence	5

Third Quarter (Spring)

Catalog #	Title	Credits
CJ& 105	Introduction to Corrections	5
CJ& 106	Juvenile Justice	5
CJ 211	Criminal Investigation	5
	Total Credits	46

Criminal Justice, Associate in Applied Science (AAS) Degree

Program Description

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.

Program Length: 6 Quarters
Program Code: CJLCJAPT

Career Opportunities and Earnings

The demand for trained personnel has grown significantly over the past several years and is expected to continue as police agencies expand to meet the demands for crime control. Graduates typically find employment in the criminal justice system at the federal, state, and local levels of government. Security-related employment in the private sector also provides a wide variety of career possibilities. The demand for persons trained in criminal justice is expected to remain strong over the next several years.

Prospective criminal justice students should be aware of the fact that criminal justice and security employment candidates are subject to extensive background checks that may include drug screening, polygraph testing, physical and psychological examinations, and oral and/or written proficiency examinations. Successful completion of the program does not necessarily guarantee that students will obtain employment in the field of criminal justice. The goal of the program is to provide students with an educational opportunity that prepares them for the rigors of employment competition within the scope of criminal justice career planning. The criminal justice program manager will work diligently to assist qualified students in finding meaningful employment.

- Adult and juvenile probation officers
- Correctional officers
- Law enforcement officers
- Parole officers
- Private security officers

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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 issue
- 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

Program Prerequisites

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 required 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.

Approximate Additional Costs

Books, supplies and miscellaneous fees (per quarter): $230

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn an AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CJ& 101	Introduction to Criminal Justice	5
CJ& 110	Criminal Law	5
ENGL& 101	English Composition I	5
HUMDV 101	Success in the Online Classroom	1

Second Quarter (Winter)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
CJ 115	Constitutional Issues in Criminal Justice	5
CJ 121	Criminal Evidence	5
CJ 136	Law Enforcement Report Writing	5

Third Quarter (Spring)

Catalog #	Title	Credits
CJ 211	Criminal Investigation	5
CJ& 105	Introduction to Corrections	5
CJ& 106	Juvenile Justice	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CJ 236	Introduction to Patrol Procedures	5
SOC& 101	Introduction to Sociology	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
CJ 250	Supervision for Law Enforcement	5
ECON 101	Introduction to Economics	5
SOC 115	Understanding Diversity	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
CJ 241	Ethics in Criminal Justice	5
CMST& 102	Intro to Mass Media	5
PSYC& 100	General Psychology	5
	Total Credits	91

Criminal Justice, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

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 in Applied Science-Transfer (AAS-T) degree in Criminal Justice. The AAS-T option may improve the transferability of Associate in Applied Science degrees to some four-year programs.

Program Length: 6 Quarters
Program Code: CJLCJAAS

Career Opportunities and Earnings

The demand for trained personnel has grown significantly over the past several years and is expected to continue as police agencies expand to meet the demands for crime control. Graduates typically find employment in the criminal justice system at the federal, state, and local levels of government. Security-related employment in the private sector also provides a wide variety of career possibilities. The demand for persons trained in criminal justice is expected to remain strong over the next several years.

Prospective criminal justice students should be aware of the fact that criminal justice and security employment candidates are subject to extensive background checks that may include drug screening, polygraph testing, physical and psychological examinations, and oral and/or written proficiency examinations. Successful completion of the program does not necessarily guarantee that students will obtain employment in the field of criminal justice. The goal of the program is to provide students with an educational opportunity that prepares them for the rigors of employment competition within the scope of criminal justice career planning. The criminal justice program manager will work diligently to assist qualified students in finding meaningful employment.

- Adult and juvenile probation officers
- Correctional officers
- Law enforcement officers
- Parole officers
- Private security officers

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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 issue
- 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

Program Prerequisites

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 required 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.

Approximate Additional Costs

Books, supplies and miscellaneous fees (per quarter): $230

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn an AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CJ& 101	Introduction to Criminal Justice	5
CJ& 110	Criminal Law	5
ENGL& 101	English Composition I	5
HUMDV 101	Success in the Online Classroom	1

Second Quarter (Winter)

Catalog #	Title	Credits
CJ 115	Constitutional Issues in Criminal Justice	5
CJ 121	Criminal Evidence	5
CJ 136	Law Enforcement Report Writing	5
MATH& 107	Math in Society	5

Third Quarter (Spring)

Catalog #	Title	Credits
CJ& 105	Introduction to Corrections	5
CJ& 106	Juvenile Justice	5
CJ 211	Criminal Investigation	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CJ 236	Introduction to Patrol Procedures	5
SOC& 101	Introduction to Sociology	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
CJ 250	Supervision for Law Enforcement	5
ECON 101	Introduction to Economics	5
SOC 115	Understanding Diversity	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
CMST& 102	Intro to Mass Media	5
CJ 241	Ethics in Criminal Justice	5
PSYC& 100	General Psychology	5
	Total Credits	91

Cybersecurity and Computer Forensics Short Term Certificate

Program Code: CISCCC01

Program Outcomes

- Demonstrate an understanding of the core concepts, tools, and methods used to secure computer systems
- Collect, process, analyze, and present computer forensic evidence
- Identify, analyze, and mitigate threats to internal computer systems

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
CSIA 185	Cybersecurity I: Risks, Control and Encryption	5
CSIA 280	Computer Forensics I: Intro to Computer Forensic	5
	Total Credits	15

Cybersecurity and Computer Forensics, Associate in Applied Science (AAS) Degree

Program Description

Increased cybersecurity threats and new homeland security policies have produced a growing national demand for cybersecurity professionals with knowledge of cybersecurity, ethical hacking, intrusion testing, vulnerability assessment, and computer forensics. In addition, the growth of universal and mobile computing require 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 computer forensics careers including cyber incident and response, vulnerability detection and assessment 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 in Applied Science (AAS) degree Cybersecurity and Computer Forensics. Students are required to have access to computer, internet, and browser.

(Students who plan to transfer to Western Washington University's BS in Computer and Information Systems Security program must complete MATH& 141 Pre Calculus I, MATH& 142 Pre Calculus II and MATH& 151 Calculus: Analytic Geometry. Please note these Math classes are not always offered online.)

Program Length: 6 Quarters
Program Code: CISCCAPT

Career Opportunities and Earnings

There is a high demand for talented people with cybersecurity skills; and an increasing number of employers are seeking workers with knowledge of Computer forensics tool. Graduates may find positions with a variety of critical infrastructure companies and organizations in the public and private sectors. Some employers may require employee background checks.

- Computer forensic analyst
- Cybersecurity specialist
- Incident responder
- Information security analyst
- Security monitoring and event analysis
- System and network penetration tester

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

- The program encourages students to explore the legal, ethical, and global impact of cybercrime on private, public, and personal computing infrastructures
- The courses are based on the CNSSI standards established by the U.S. National Security Agency (NSA) for training information systems security professionals
- The program provides up to date curriculum that adapts to the rapidly changing field of cybersecurity and computer forensics
- The Peninsula College Cybersecurity and Computer Forensics program is significantly more cost effective than most private and public schools

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $250

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CS 100	Introduction to Computer Science	5
IT 107	Introduction to Networking	5
IT 111	Information Technology Foundations I	5

Second Quarter (Winter)

Catalog #	Title	Credits
IT 155	Cloud Computing Essentials	5
IT 211	Information Technology Foundations II	5
IT 260	Introduction to Unix/Linux Systems Administration	5

Third Quarter (Spring)

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
IT 114	Database Design and Implementation	5
IT 225	Windows Server and Windows Domains	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CSIA 195	Cybersecurity III: Ethical Hacking	5
IT 207	Advanced Networking and Network Security	5
	IT 275 or IT 287	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
CSIA 185	Cybersecurity I: Risks, Control and Encryption	5
CSIA 280	Computer Forensics I: Intro to Computer Forensic	5
ENGL& 101	English Composition I	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
CSIA 290	Cybersecurity Capstone	5
	Social Sciences	5
	Total Credits	90

Cybersecurity and Computer Forensics, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Increased cybersecurity threats and new homeland security policies have produced a growing national demand for cybersecurity professionals with knowledge of cybersecurity, ethical hacking, intrusion testing, vulnerability assessment, and computer forensics. In addition, the growth of universal and mobile computing require 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 computer forensics careers including cyber incident and response, vulnerability detection and assessment 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 in Applied Science-Transfer (AAS-T) degree Cybersecurity and Computer Forensics. Students are required to have access to computer, internet, and browser.

*Note: CS& 141, CS 142, MATH& 141, MATH& 142, MATH& 151, and ENGL& 102 are required for transfer to Western Washington University. Students should work with the Cybersecurity Program Advisor to ensure transfer requirements are met.

Program Length: 6 Quarters
Program Code: CISCCAAS

Career Opportunities and Earnings

There is a high demand for talented people with cybersecurity skills; and an increasing number of employers are seeking workers with knowledge of computer forensics tool. Graduates may find positions with a variety of critical infrastructure companies and organizations in the public and private sectors. Some employers may require employee background checks.

- Computer forensic analyst
- Cybersecurity specialist
- Incident responder
- Information security analyst
- Security monitoring and event analysis
- System and network penetration tester

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

- The program encourages students to explore the legal, ethical, and global impact of cybercrime on private, public, and personal computing infrastructures
- The courses are based on the CNSSI standards established by the U.S. National Security Agency (NSA) for training information systems security professionals
- The program provides up to date curriculum that adapts to the rapidly changing field of cybersecurity and computer forensics

- The Peninsula College Cybersecurity and Computer Forensics program is significantly more cost effective than most private and public schools

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $250

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CS 100	Introduction to Computer Science	5
	IT 107 or IT 111	5
MATH& 141	Precalculus I	5

Second Quarter (Winter)

Catalog #	Title	Credits
	IT 155 or IT 211	5
IT 260	Introduction to Unix/Linux Systems Administration	5
MATH& 142	Precalculus II	5

Third Quarter (Spring)

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
IT 114	Database Design and Implementation	5
MATH& 151	Calculus I	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CSIA 195	Cybersecurity III: Ethical Hacking	5
ENGL& 101	English Composition I	5
	IT 207, IT 275, IT 285 or IT 287	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
CS& 141	Computer Science I with Java	5
ENGL& 102	Composition II	5
SOCSI 101	Contemporary Global Issues	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
CS 142	Computer Science II with Java	5
CSIA 290	Cybersecurity Capstone	5
PSYC& 100	General Psychology	5
	Total Credits	90

Dental Hygiene, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

The Peninsula College Dental Hygiene Associate of Applied Science-Transfer (AAS-T) degree program is designed to prepare students for employment as a dental hygienist and increase access for diverse communities earning high-quality dental hygiene credentials in Clallam and Jefferson Counties. The program emphasizes student success through equity-minded educational experiences that engage students from entry to attainment of high-demand dental hygiene careers. The curriculum aligns with standards set forth by the Commission on Dental Accreditation (CODA), employer input, and best practices in dental hygiene education. The courses and clinical experiences were designed to develop competent oral health care providers who can deliver optimal patient care within a variety of practice settings and meet the needs of the evolving dental hygiene healthcare environment.

Program Length: 7 Quarters
Program Code: DEHDHAAS

Career Opportunities and Earnings

There is a growing demand for Dental Hygienists. Graduates may find positions within a variety of dental practice settings.

For current Washington state/county employment and wage estimates, please visit and search for the relevant occupational term: esd.wa.gov/labormarketinfo/learn-about-an-occupation#/search.

For current national employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Scope of Practice

Licensed Dental Hygienists in Washington are authorized to perform a variety of responsibilities, including:

- Oral disease prevention education
- Removal of deposits from teeth above and below the gumline
- Place sealants
- Application of preventive agents
- Polishing of restorations (fillings)
- Performing non-surgical periodontal therapy (root planning) and soft-tissue curettage

With necessary endorsements, dental hygienists may also:

- Administer local anesthesia and nitrous oxide
- Place and carve anatomy of restorations

For all duties allowed within the scope of practice and additional information please see:

- Revised Code of Washington (RCW) 18.29
- Washington Administrative Code, Chapter 246-815 (WAC)

Program Outcomes

Upon completion of the Dental Hygiene AAS-T degree, students will be able to:

- Apply the use of reflection and critical thinking skills as students assess, develop, and plan individualized treatment for patient care.
- Apply acquired knowledge for successful performance on National and Regional licensing exams.
- Demonstrate integrity, a positive work ethic, intra- and inter-professional collaborative skills, and values fundamental to the Dental Hygiene profession.

- Develop students' professional growth, both within the program as well as beyond.
- Develop community partnerships to educate individuals regarding the importance of oral health to those that may have challenges accessing preventive dental hygiene care.
- Identify opportunities for experiential learning in community-based settings.
- Demonstrate the highest standard of dental hygiene services achievable based on each patient's needs.
- Apply inter- and intra- professional collaboration skills to address the needs of diverse populations.
- Apply information from current research to teach evidence-based decision making.
- Apply dental hygiene treatment modalities and skills based upon the most recent research.

Program Goals

- Educate individuals who will achieve academic excellence through innovative dental hygiene programming that is rigorous, engaging, evidence-based, and complies with CODA standards.
- Promote and model the practice of humanism which fosters mutual respect for fellow students, faculty, staff, and patients and includes a focus on diversity, equity and inclusion.
- Provide opportunities for experiential and service learning through engagement with community partners.
- Provide culturally aware, patient-centered, quality care under the guidance of expert faculty.
- Utilize current research to inform evidence-based teaching and clinical decision making related to dental hygiene treatment modalities and skills and to promote lifelong learning.

Program Prerequisites

- Please review the below course list for program prerequisite information.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): Amount TBD

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

Prerequisites

Catalog #	Title	Credits
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
BIOL& 241	Human Anatomy & Physiology I with Lab	5
BIOL& 242	Human Anatomy & Physiology II with Lab	5
BIOL& 260	Microbiology with Lab	5
	CHEM& 121 or CHEM& 161	5
ENGL& 101	English Composition I	5
	MATH& 107 or above	5

First Quarter (Fall)

Catalog #	Title	Credits
DHYG 110	Oral Health Education	2
DHYG 111	Head & Neck Anatomy	2
DHYG 112	Dental Anatomy & Morphology	2
DHYG 115	Pre-Clinical Dental Hygiene	3
DHYG 116	Pre-Clinical Dental Hygiene Lab	3
DHYG 118	Radiology I	2

Second Quarter (Winter)

Catalog #	Title	Credits
DHYG 114	Oral History & Embryology	2
DHYG 120	Intro to Periodontology I	3
DHYG 121	Pharmacology	3
DHYG 123	Medical & Dental Emergencies	2
DHYG 125	Dental Hygiene Theory I	1
DHYG 126	Clinical Dental Hygiene I	4
DHYG 128	Radiology II	2

Third Quarter (Spring)

Catalog #	Title	Credits
DHYG 122	General and Oral Pathology	2
DHYG 124	Pain Management	2
DHYG 131	Restorative & Dental Materials I	3
DHYG 135	Dental Hygiene Theory II	1
DHYG 136	Dental Hygiene Clinic II	4
DHYG 244	Biochemistry & Nutrition	3

Fourth Quarter (Summer)

Catalog #	Title	Credits
DHYG 245	Dental Hygiene Theory III	1
DHYG 246	Clinical Dental Hygiene III	5
PSYC& 100	General Psychology	5

Fifth Quarter (Fall)

Catalog #	Title	Credits
DHYG 224	Patient Management/Special Needs	2
DHYG 231	Sociology of Multiculturalism and Community Oral Health	5
DHYG 241	Restorative & Dental Materials II	3
DHYG 255	Dental Hygiene Theory IV	1
DHYG 256	Clinical Dental Hygiene IV	6

Sixth Quarter (Winter)

Catalog #	Title	Credits
DHYG 227	Law and Ethics	3
DHYG 242	Restorative & Dental Materials III	3
DHYG 265	Dental Hygiene Theory V	1
DHYG 266	Clinical Dental Hygiene V	6

Seventh Quarter (Spring)

Catalog #	Title	Credits
DHYG 220	Periodontics II	3
DHYG 243	Restorative & Dental Materials IV	3
DHYG 275	Dental Hygiene Theory VI	1
DHYG 276	Clinical Dental Hygiene VI	6
	Total Credits	100

Drama and Speech Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in drama in preparation for transferring to a four-year university.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Actor
- Art director
- Director
- Media influencer
- Screenwriter

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in drama and speech, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
DRMA& 101	Intro to Theatre	5
ENGL& 101	English Composition I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
DRMA 124	Acting I	5
MATH& 107	Math in Society	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CMST& 220	Public Speaking	5
	Drama and Speech Elective	5
	Natural Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Humanities	5
	Natural Sciences	5
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
CMST& 210	Interpersonal Communication	5
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Drama and Speech Elective	5
	Drama and Speech Elective	5
	Social Sciences	5
	Total Credits	90

Early Childhood Education Administration Specialization Short Term Certificate

Program Code: ECEADC20

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services
- Explain individual differences in development
- Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function
- Plan for appropriate staffing, meals, equipment and materials and programming for specific age groups and settings

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
ECED& 139	Administration of ECE Programs	3
EDUC& 115	Child Development	5
	Total Credits	20

Early Childhood Education Family Child Care Specialization Short Term Certificate

Program Code: ECEFCC20

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services
- Explain individual differences in development.
- Plan environment supportive of children’s development with focus on attachment, self-help, relationships, and executive function
- Articulate knowledge and skills that define Family Childcare Providers as professionals

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
ECED& 134	Family Childcare Management	3
EDUC& 115	Child Development	5
	Total Credits	20

Early Childhood Education General Specialization Short Term Certificate

Program Code: ECEGEC20

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services
- Explain individual differences in development
- Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3
	Total Credits	20

Early Childhood Education Infants and Toddlers Specialization Short Term Certificate

Program Code: ECEITC20

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services
- Explain individual differences in development
- Critique infant and toddler early learning environments, articulating environmental influences on the learning processes of infants and toddlers during authentic play activities

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
ECED& 132	Infants and Toddlers	3
EDUC& 115	Child Development	5
	Total Credits	20

Early Childhood Education Outdoor Learning Specialization Short Term Certificate

Program Code: ECEOLC20

Program Description

This program is an exploration of nature-based, outdoor learning experiences for all young children. Providing 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. Explore the foundations of early childhood education.

Program Outcomes

- Explain current theories and ongoing research in early care and education as they apply to children, families, and early childhood programs
- Describe how children learn and develop through play and the role of play in early childhood programs
- Develop an awareness of early childhood environments based on best practices in early childhood education
- Observe, analyze, and compare early childhood program models
- Explain the importance of building a partnership with children's families and describe how early childhood programs can work effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds
- Identify developmentally appropriate problem-solving alternatives for guidance and discipline techniques used in family and classroom settings
- Describe the observation, assessment, and teaching cycle and apply this model when planning curriculum and activities for young children
- Describe the professional code of ethics for early care and education and demonstrate how the code can be applied to ethical dilemmas
- Describe the major historical figures and events in early childhood education and their impact on current issues and trends as well as advocacy

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
ECED& 137	Outdoor Learning for Young Children	3
EDUC& 115	Child Development	5
	Total Credits	20

Early Childhood Education School Age Care Specialization Short Term Certificate

Program Code: ECESAC20

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services
- Explain individual differences in development
- Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function
- Describe the physical, cognitive, social, and emotional stages of children ages 5-12

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
EDUC& 115	Child Development	5
EDUC& 136	School Age Care	3
	Total Credits	20

Early Childhood Education State Certificate

Program Description

This Early Childhood Education (ECE) program is designed to prepare students to meet Washington state requirements to become a program coordinator for a licensed child care center or a teacher or teacher assistant in an early childhood classroom. Courses include understanding child devel- opment, behavior, and guidance; planning activities for children; managing safe healthy learning environments, working with families; and participation in early childhood centers. Successful completion of this program leads to a certificate 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.

Program Length: 3 Quarters
Program Code: ECESEC45

Career Opportunities and Earnings

A variety of child care, preschool, school district, Headstart/ECEAP, recreational, and community programs offer career opportunities in early childhood education and paraprofessional in education. With additional experience, training, and education, graduates may pursue a variety of career pathways in education and administration. The demand for persons trained in early childhood education should remain strong over the several years. Standard Occupational Classification 39-9011 Childcare Workers.

- Assistant director
- Childcare center director or program coordinator

- Childcare supervisor
- Family child care provider
- Lead teacher
- Nanny
- Respite care provider for children with special needs
- School age care staff and education assistant in preschools or primary K-3

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

When this program is completed, the student 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

Special Features

- ECE students may pursue an Associate in Arts, Direct Transfer Agreement (AA-DTA) either independently of or simultaneously with the Associate in Applied Science (AAS) degree. Contact program advisors for guidance on degree opportunities. Demonstrate effective relationship building skills with children, families, and community members.
- In addition to the 90 credit degree and the 47 credit one-year certificate, short-term certificates are also available.
- The ECE program is open entry with few prerequisite course requirements. Courses are offered online and may have a virtual class meeting in late afternoons and evenings to accommodate working students. Most courses are open to students for personal enrichment, elective, and continuing education credit.
- ECE students may begin the program during any quarter and enroll part-time or full-time.
- The on-campus childcare center serves as one the primary ECE laboratories for students. Lab experiences may also be arranged in other locations.
- All courses have an online component.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): approximately $50.00
- Tuition and fees: $5,722.58 total based on 2025-26 WA resident tuition rates (additional fees may apply)
    - First quarter (17 credits): $2,011.98
    - Second quarter (16 credits): $1,933.64
    - Third quarter (14 credits): $1,776.96

Program Prerequisites

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 required in this program. Students entering this program should have good computer and typing skills. 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.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2

Second Quarter (Winter)

Catalog #	Title	Credits
ECED& 160	Curriculum Development	5
ECED& 190	Observation and Assessment	3
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3

Third Quarter (Spring)

Catalog #	Title	Credits
ECED& 170	Environments	3
ECED& 180	Language and Literacy Development	3
EDUC& 150	Child, Family, and Community	3
ENGL& 101	English Composition I	5
	Total Credits	47

Early Childhood Education State Short Term Certificate

Program Code: ECEECC01

Program Outcomes

- Apply the professional code of ethics for early care and education to resolve dilemmas
- Practice ideals of professionalism in work with children, families and peers
- Develop strategies for working with culturally, linguistically, and ability diverse families in accessing health, nutritional, and dental services

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.

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2
	Total Credits	12

Early Childhood Education, Associate in Applied Science (AAS) Degree

Program Description

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 in Applied Science (AAS) 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.

Program Length: 6 Quarters
Program Code: CCMECAPT

Career Opportunities and Earnings

A variety of child care, preschool, school district, recreational, and community programs offer career opportunities in early childhood education. Also, opportunities are increasing for family support paraprofessionals in human service and mental health agencies. With additional experience, training, and education, graduates may pursue a variety of career pathways in education and administration. The demand for trained early childhood educators is increasing and should remain strong over the next several years.

- Child care specialists
- Curriculum program managers
- Head Start/ECEAP preschool teachers/home visitors/family service advocates and school-age care staff
- Paraprofessional educators in elementary schools
- Teachers in childcare centers
- Teacher's assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

When this program is completed, the student 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

Special Features

- ECE students may pursue an Associate in Arts, Direct Transfer Agreement (AA-DTA) either independently of or simultaneously with the Associate in Applied Science (AAS) degree. Contact program advisors for guidance on degree opportunities. Demonstrate effective relationship building skills with children, families, and community members
- In addition to the 90 credit degree and the 47 credit one-year certificate, short-term certificates are also available
- The ECE program is open entry with few prerequisite course requirements. Courses are offered online and may have a virtual class meeting in late afternoons and evenings to accommodate working students. Most courses are open to students for personal enrichment, elective, and continuing education credit

- ECE students may begin the program during any quarter and enroll part-time or full-time
- The on-campus childcare center serves as one the primary ECE laboratories for students. Lab experiences may also be arranged in other locations.
- All courses have an online component
- Students who complete the Early Childhood Education AAS-T degree are eligible to apply for the Peninsula College Bachelor of Applied Management degree (BAS) program

Program Prerequisites

College-level skills in English and math (eligibility for courses numbered 100 or higher) are required before registering for the English and math courses required in this program. Students entering this program should have good computer and typing skills. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $500
- TB Test: $75
- Food Handler's Permit: $10
- Background Check: $55-100

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn an AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2

Second Quarter (Winter)

Catalog #	Title	Credits
	ECED& 160, MATH 106, or MATH& 107	5
ECED& 190	Observation and Assessment	3
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3

Third Quarter (Spring)

Catalog #	Title	Credits
ECED 147	Practicum II	5
	ECED& 170, MATH 108 or Elective	3-5
ECED& 180	Language and Literacy Development	3
EDUC& 150	Child, Family, and Community	3

Fourth Quarter (Fall)

Catalog #	Title	Credits
ECED 260	Practicum III	5
EDUC& 204	Inclusive Education	5
ENGL& 101	English Composition I	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	ECED& 160, MATH 106, or MATH& 107	5
PSYC& 100	General Psychology	5
	Sociology Elective	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	ECED& 170, MATH 108 or Elective	3-5
EDUC 240	Advancing Equity in Education	3
	Elective	5
	Natural Sciences	5
	Total Credits	90

Early Childhood Education, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

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, 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 settings. Successful completion of this program leads to an Early Childhood Education, Associate in Applied Science-Transfer (AAS-T) degree. 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.

Program Length: 6 Quarters
Program Code: CCMECAAS

Career Opportunities and Earnings

A variety of child care, preschool, school district, recreational, and community programs offer career opportunities in early childhood education. Also, opportunities are increasing for family support paraprofessionals in human service and mental health agencies. With additional experience, training, and education, graduates may pursue a variety of career pathways in education and administration. The demand for trained early childhood educators is increasing and should remain strong over the next several years.

- Director of childcare center
- Child care specialists
- Curriculum program managers
- Head Start/ECEAP preschool teachers/home visitors/family service advocates and school-age care staff
- Paraprofessional educators in elementary schools
- Teachers in childcare centers
- Teacher's assistant

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Create and maintain a developmentally appropriate safe, healthy learning environment for children.
- Support the growth, development and diverse individual needs of each child.
- Plan, provide and evaluate developmentally appropriate programming and curriculum to meet diverse group needs.
- Provide support to meet the diverse needs of families and build family partnerships.
- Build community partnerships and advocate for early learning and child care issues.
- Participate in on-going professional development and contribute to a professional team environment.

Special Features

- Contact program advisors for guidance on degree options.
- In addition to the 90 credit degree and the 47 credit one-year certificate, short-term certificates are also available.
- The ECE program is open entry with few prerequisite course requirements. Courses are offered online and in the evenings to accommodate working students. Most courses are open to students for personal enrichment, elective, and continuing education credit.
- ECE students may begin the program during any quarter and enroll part-time or full-time.
- The on-campus childcare center serves as the primary ECE laboratories for students. Lab experiences may also be arranged at the students local School Districts or approved childcare center.
- All courses have an online component.
- Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu.

Program Prerequisites

College-level skills in English and math (eligibility for courses numbered 100 or higher) are required before registering for the English and math courses required in this program. Students entering this program should have good computer and typing skills. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $500
- TB Test: $75
- Background Check: $55-100

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ECED& 105	Introduction to Early Childhood Education	5
ECED& 107	Health, Nutrition, and Safety	5
ECED& 120	Practicum	2

Second Quarter (Winter)

Catalog #	Title	Credits
	ECED& 160 or MATH 106	5
ECED& 190	Observation and Assessment	3
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3

Third Quarter (Spring)

Catalog #	Title	Credits
	ECED& 170 or MATH 108	3-5
ECED& 180	Language and Literacy Development	3
EDUC& 150	Child, Family, and Community	3
ENGL& 101	English Composition I	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	Natural Sciences with Lab	5
	Social Sciences	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	Art Elective	5
	ECED& 160 or MATH 106	5
PSYC& 100	General Psychology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	ECED& 170 or MATH 108	3-5
EDUC 240	Advancing Equity in Education	3
	Elective	5
	HIST 216 or IIS 101	5
	Total Credits	90

Emergency Medical Technician Short Term Certificate

The Emergency Medical Technician (EMT) 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.

There are two parts to enrolling in the EMT class:

1. Apply to Peninsula College.
2. Apply to the EMT Program by filling out the EMT Class Application.

Program Code: EMAETC01

Catalog #	Title	Credits
FA 120	Emergency Medical Tech	13

Total Credits	13

Entrepreneurship and Marketing Specialization, Bachelor of Applied Science in Management

Program Description

The Entrepreneurship and Marketing Specialization for the Bachelor of Applied Science (BAS) in Management degree builds on an existing two year 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 online. Students can enter the program in the fall, winter, or spring.

This 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. The Bachelor's curriculum includes a mix of required core management and general studies courses.

Program Code: BAMAMBAS

Career Opportunities and Earnings

Potential careers include:

- Business/management consultant
- Business manager
- Business planner
- Marketer
- Recruiter
- Sales development representative
- Sales manager

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline
- Demonstrate 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

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.

- The BAS program does not currently have a waiting list.
- The BAS program curriculum is designed to prepare students for completing a master's degree.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of a 2.0 or higher
- 5 credits of BUS& 101 or ECON 101 with a GPA of 2.0 or higher
- 5 credit CMST Humanities course with a GPA of 2.0 or higher
- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- 5 credits Social Sciences
- 5 credits Natural Sciences with Lab
- 15 credits additional coursework across Humanities, Natural Sciences or Social Sciences
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may begin taking courses fall, winter, or spring quarters. To learn more about the application process, visit https://pencol.edu/bachelors-degrees.

First Quarter (Fall)

Catalog #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BAS 325	Legal Environments in Management	5
BAS 358	Marketing for Managers	5
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
BAS 340	Applied Financial Management	5
BAS 380	Project Management	5
	Humanities, Natural Sciences, Social Sciences or Upper-Division Elective	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
EM-BAS 311	Digital Marketing	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BAS 330	Management Information Systems	5
BAS 485	Ethics for Managers	5
EM-BAS 420	Sales, Negotiation, and Creative Product Development	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BAS 465	BAS Internship	1-5
BAS 490	Strategic Management & Policy	5
	EM-BAS 450 or EM-BAS 455	5
	Total Credits	90

Entrepreneurship Certificate

Program Description

The Entrepreneurship Certificate program prepares students for new venture planning, entrepreneurial start-up, 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 Energy Technology and other innovation programs the opportunity to gain the knowledge and understanding of entrepreneurship.

Program Length: 2 Quarters
Program Code: ENRENC20

Career Opportunities and Earnings

Recent economic trends indicate a major increase in small business start-ups. Many successful entrepreneurs become employers. This program allows students in an energy or innovative program to add the entrepreneurship skills to their education to either start a small business or understand how to market an idea from start to finish.

Small business owners perform a variety of tasks including business planning, sales, accounting, finance, and social media marketing. Earnings for small business owners vary.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

When this program is completed, the student will be able to:

- Write and present a business plan
- Identify business start-up funding sources
- Demonstrate an entrepreneurial mind-set 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

Goals

- Encourages students to develop a roadmap to successful entrepreneurship and business ventures
- Provides up to date curriculum that adapts to entrepreneurial trends
- Significantly more cost effective than most private and public schools

Program Prerequisites

Prerequisite requirements must be fulfilled prior to enroll in some courses. Prerequisite requirements are listed together with course titles and descriptions of required program courses in the catalog. All core classes for this certificate are available either online or as a hybrid class. This certificate is designed for future entrepreneurs in conjunction with their degree or certificate.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $250
- Tuition and fees: $3,397.24 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (16 credits): $1,933.64
  - Second quarter (10 credits): $1,463.60

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
BUS 135	Bookkeeping Small Business Foundations	6
BUS 210	Business Planning	5
BUS& 101	Introduction to Business	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS 205	Principles of Management	5
BUS 245	Entrepreneurship and New Innovation	5
	Total Credits	26

Environmental Science Emphasis, Associate in Science, Transfer Track 1

Overview

Complete your Associate in Science, Transfer Track 1 while exploring our Environmental Science program.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Science, Transfer Track 1. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Educator
- Field Technician
- Park Ranger
- Research Scientist

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your Associate in Science, Transfer Track 1 degree with an emphasis in Environmental Science, but is not a major ready pathway. This sample schedule prepares students to transfer to the Bachelor of Science in Environmental Science at Western Washington University.

Transfer Institution Information

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
BIOL& 221	Ecology and Evolution with Lab	5
ENGL& 101	English Composition I	5
MATH& 141	Precalculus I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
BIOL& 222	Molecular & Cellular Biology with Lab	5
	Humanities	5
MATH& 142	Precalculus II	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	Additional Requirements	5
BIOL& 223	Organismal Biology with Lab	5
	Humanities or Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
CHEM& 161	General Chemistry with Lab I	5
MATH& 151	Calculus I	5
PHYS& 114	General Physics I with Lab	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
CHEM& 162	General Chemistry with Lab II	5
GEOG 120	Introduction to Physical Geography	5
MATH& 152	Calculus II	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
CHEM& 163	General Chemistry with Lab III	5
	MATH& 146 or MATH& 163	5
	Social Sciences	5
	Total Credits	90

Environmental Studies Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) while exploring our Environmental Studies program.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Educator
- Field Technician
- Park Ranger
- Research Scientist

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in Environmental Studies, but is not a major ready pathway. This sample schedule prepares students to transfer to the Bachelor of Arts in Environmental Studies at Western Washington University.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
GEOG 120	Introduction to Physical Geography	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	Humanities	5
MATH& 141	Precalculus I	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	Elective	5
	Elective	5
GEOG& 200	Human Geography	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	BIOL& 160 or BIOL& 221	5
	CHEM& 121 or CHEM& 161	5
	Elective	5

Fifth Quarter

You are knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Humanities	5
MATH& 146	Introduction to Stats	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Elective	5
	Humanities	5
	Social Sciences	5
	Total Credits	90

Facilities Maintenance Short Term Certificate

Program Code: BCMFMC01

Program Outcomes

- Demonstrate day-to-day responsibilities and operational tasks of a facility maintenance technician
- Explain safety guidelines for facilities maintenance and renovation tools

- Work in teams to perform repairs and improvements on a residential home or commercial facility
- Demonstrate basic maintenance procedures for heating, ventilation, air-conditioning, plumbing, and electrical systems
- Follow systematic, diagnostic, and troubleshooting practices
- Explain the importance of acknowledging customer needs and expectations

Catalog #	Title	Credits
FA 100	Industrial First Aid	1
CONST 105	Blueprint Reading	5
CONST 136	Building Permits and Codes	3
CONST 195	Facilities Maintenance	7
	Total Credits	16

Family Life Education Leadership Skills Short Term Certificate

Program Description

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 18 credits of Family Life Education courses can apply for a Leadership Skills Certificate.

Program Code: PCELSC01

Program Outcomes

- 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

Catalog #	Title	Credits
FLE 155	Parent Co-Op Leadership Skill	1
FLE 156	Parent Co-Op Leadership Skill	1
FLE 157	Parent Co-Op Leadership Skill	1
FLE 161	Family Programs	1
FLE 162	Family Programs	1
FLE 163	Family Programs	1
FLE 175	Toddler-Parent Lab/Leadership	2
FLE 176	Toddler-Parent Lab/Leadership	2
FLE 177	Toddler-Parent Lab/Leadership	2
FLE 181	Pre-School Parent Co-Op	2
FLE 182	Pre-School Parent Co-Op	2
FLE 183	Pre-School Parent Co-Op	2
	Total Credits	18

Family Life Education Parenting and Family Management Short Term Certificate

Program Description

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 18 credits of Family Life Education courses can apply for a Leadership Skills Certificate.

Program Code: PCEPFC01

Program Outcomes

- 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

Catalog #	Title	Credits
FLE 171	Toddler-Parent Co-Op	2
FLE 172	Toddler-Parent Co-Op	2
FLE 173	Toddler-Parent Co-Op	2
FLE 181	Pre-School Parent Co-Op	2
FLE 182	Pre-School Parent Co-Op	2
FLE 183	Pre-School Parent Co-Op	2
	Total Credits	12

FCAW, GMAW Welding Short Term Certificate

Program Code: WETWIC01

Catalog #	Title	Credits
WELD 210	Advanced Welding and Metal Fabrication I	15
	Total Credits	15

Game Design Certificate

Program Code: COPCGC45

Catalog #	Title	Credits
BUS 205	Principles of Management	5
CSE 101	Computer Basics/PC Hardware and Internet Tech	5
CSE 102	Foundations of Game Development	5
CSE 103	Game Design Fundamentals/Storyboard Development	5
CSE 110	Game Design I / Draw Animation	5
CSE 120	Game Design II / 3D Modeling	5
CSE 130	Game Design III / 3D Animation Techniques	5
CSE 140	Team Project I / Building a Side Scrolling Game	5
CSE 141	Team Project II / First Person 3D Game Development	5
ENGL& 101	English Composition I	5
MATH& 107	Math in Society	5
MEDIA 170	Introduction to Graphic Design	5
	Total Credits	60

Game Development Certificate

Program Code: COPCAC45

Catalog #	Title	Credits
BUS 205	Principles of Management	5
CSE 101	Computer Basics/PC Hardware and Internet Tech	5
CSE 102	Foundations of Game Development	5
CSE 103	Game Design Fundamentals/Storyboard Development	5
CSE 111	Game Development I / 2D Game Programming	5
CSE 121	Game Development II / 3D Game Programming	5
CSE 131	Game Development III / Mobile Game Development	5
CSE 140	Team Project I / Building a Side Scrolling Game	5
CSE 141	Team Project II / First Person 3D Game Development	5
ENGL& 101	English Composition I	5
MATH& 107	Math in Society	5
MEDIA 170	Introduction to Graphic Design	5
	Total Credits	60

Game Development Fundamentals Short Term Certificate

Program Code: COPDDC20

Catalog #	Title	Credits
CSE 101	Computer Basics/PC Hardware and Internet Tech	5
CSE 102	Foundations of Game Development	5
CSE 103	Game Design Fundamentals/Storyboard Development	5
MEDIA 170	Introduction to Graphic Design	5
	Total Credits	20

History Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in history in preparation for transferring to a four-year university. Explore regional, national, and world history in a traditional classroom setting, online, or hybrid combining both classroom and online experiences.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Archivist
- Lawyer
- Research
- Teacher
- Writer

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in history, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
HIST& 126	World Civilizations I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
HIST& 127	World Civilizations II	5
MATH& 146	Introduction to Stats	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
HIST& 128	World Civilizations III	5
	Humanities	5
	Natural Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
HIST& 146	U.S. History I	5
	Humanities	5
	Natural Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
HIST& 147	U.S. History II	5
	Humanities	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
HIST& 148	U.S. History III	5
	Natural Sciences	5
	Social Sciences	5
	Total Credits	90

Homeland Security Emergency Management Certificate

The Homeland Security Emergency Management (HSEM) Certificate program is designed to prepare the next generation of homeland security and emergency management leaders. The Homeland Security Emergency Management certificate is designed to prepare students to coordinate disaster response and recovery efforts and navigate the administrative and technical demands of disaster and emergency management efforts. The Federal Department of Labor identifies homeland security as a high-demand field, one that requires a large number of trained professionals across a number of industry sectors. Students are required to have access to computer, internet, and browser. This degree can be completed online. Visit the HSEM website at pencol.edu/program/homeland-security-emergency-management.

Program Length: 2 Quarters
Program Code: CRMHSC20

Program Goals

- Encourages students to question, search for answers and meaning, and develop ideas that lead to action.
- Provides up to date curriculum that adapts to the rapidly changing field of Homeland Emergency Management.
- The Peninsula College Homeland Security Emergency Management certificate is significantly more cost effective than most private and public schools.

Special Features

Careful consideration is given to help students understand related socio-economic and cultural diversity issues, preparing them to succeed in all situations and environments. Graduates of this program may apply to the Peninsula College Homeland Security and Emergency Management Associate in Applied Science (AAS) degree.

Program Outcomes

When this program is completed, the student will be able to:

- Apply effective interpersonal communication, critical thinking and decision making skills commensurate with a defined level of responsibility.
- Demonstrate knowledge of the coordination and collaboration within the structured system or location used to address HSEM incidents.
- Apply the theory and application of planning strategies.
- Demonstrate effective, efficient and timely communication for professionals working in the HSEM field.
- Develop a plan communicating HSEM assessment and appropriate delivery of information to the public.
- Identify terrorism, causes of terrorism, preventing terrorist attacks, responding to terrorism attacks and avoidance in communication and leadership collapse.
- Analyze 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.

Program Prerequisites

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 ASSET or COMPASS test will help determine placement level if not known. Previous coursework may also indicate placement level. 2.0 minimum grade in all HSEM courses.

Career Opportunities and Earnings

The Federal Department of Labor identifies homeland security as a "high-demand field", one that requires a large number of trained professionals across a number of industry sectors.

Emergency management specialists coordinate disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures. Wages often begin around 36.00/hour.

*Prospective Homeland Security Emergency Management students should be aware of the fact that HSEM employment candidates may be subject to background checks.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200-$250
- Tuition and fees: $3,240.56 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (12 credits): $1,620.28
  - Second quarter (12 credits): $1,620.28

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

A criminal history may inhibit your ability to find employment in the Homeland Security and Emergency Management fields. In addition, any recent history of drug use, including marijuana, may preclude you from federal employment. If you have any concerns please speak with and advisor.

First Quarter (Fall)

Catalog #	Title	Credits
EM 102	Introduction to Emergency Management	5
EM 120	All Hazards Emergency Planning	3
EM 157	Public Information	2
EM 200	Emergency Operations Center	2

Second Quarter (Winter)

Catalog #	Title	Credits
EM 110	Incident Command System (ICS)	2
EM 130	Technology and Emergency Management	3
EM 210	Exercise Design and Evaluation	3
EM 250	Homeland Security Law and Policy	4
	Total Credits	24

Homeland Security Emergency Management Tribal Certificate

The Tribal Homeland Security Emergency Management Certificate (Tribal HSEM) is specifically designed for tribal emergency management professionals. Graduates of this certificate are prepared for leadership roles in the rapidly evolving Tribal HSEM profession for their tribe and its neigh-boring communities. Students are required to have access to computer, internet, and browser. This certificate can be completed online. Visit the HSEM website at pencol.edu/program/homeland-security-emergency-management.

Program Length: 3 Quarters
Program Code: CRMTHC20

Program Goals

- Encourages students to question, search for answers and meaning, and develop ideas that lead to action.
- Provides up to date curriculum that adapts to the rapidly changing field of Tribal Homeland Emergency Management.
- The Peninsula College Tribal Homeland Security Emergency Management certificate is significantly more cost effective than most private and public schools.

Special Features

Careful consideration is given to help students understand related socio-economic and cultural diversity issues, preparing them to succeed in all situations and environments. Graduates of this program may apply to the Peninsula College Homeland Security and Emergency Management Associate in Applied Science (AAS) degree.

Program Outcomes

When this program is completed, the student will be able to:

- Apply effective interpersonal communication, critical thinking and decision making skills commensurate with a defined level of responsibility
- Identify the various laws, policies, roles and responsibilities of Emergency Tribal Management
- Describe hazard mitigation and the Disaster Declaration Process as applicable to federally recognized Native American Tribes
- Recognize incident management structures that Tribes and Alaska Native Villages utilize in emergency management
- Identify the key elements that must be in place for technology to enhance the emergency management process
- Prepare, coordinate, and disseminate information released during emergency operations
- Examine the critical role of an Emergency Operations or Coordination Center (EOC/ECC) when disasters strike or in support of pre-planned events
- Describe the importance of protecting, preserving, and restoring both tangible and intangible cultural heritage in the face of disasters and emergencies
- Articulate how emergency management professionals can inform their disaster planning utilizing traditional knowledge
- Design, develop and review exercises and selected training against the most current emergency management standards and policies

Program Prerequisites

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 ASSET or COMPASS test will help determine placement level if not known. Previous coursework may also indicate placement level. 2.0 minimum grade in all HSEM courses.

Career Opportunities and Earnings

Potential positions include: executive assistant, legal assistant, medical The Federal Department of Labor identifies homeland security as a "high-demand field," one that requires a large number of trained professionals across a number of industry sectors.

Emergency management specialists coordinate disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures. Wages often begin around $36.00/hour.

*Prospective Homeland Security Emergency Management students should be aware of the fact that HSEM employment candidates may be subject to background checks.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200-$250
- Tuition and fees: $3,664.75 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (10 credits): $1,463.60
  - Second quarter (7 credits): $1,027.97
  - Third quarter (8 credits): $1,173.18

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

A criminal history may inhibit your ability to find employment in the Homeland Security and Emergency Management fields. In addition, any recent history of drug use, including marijuana, may preclude you from federal employment. If you have any concerns please speak with and advisor.

First Quarter (Fall)

Catalog #	Title	Credits
EM 105	Introduction to Tribal Emergency Management	5
EM 111	Tribal Incident Management Systems	2
EM 220	Developing and Managing Volunteer Resources	2
	Advisor Approved Elective	1

Second Quarter (Winter)

Catalog #	Title	Credits
EM 121	Planning for Tribal Emergency Management	3
EM 215	Tribal Emergency Management - Grants	4

Third Quarter (Spring)

Catalog #	Title	Credits
EM 157	Public Information	2
EM 200	Emergency Operations Center	2
EM 205	Cultural Heritage Preservation and Traditional Knowledge	4
	Total Credits	25

Homeland Security, Associate in Applied Science (AAS) Degree

Program Description

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. This 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. This 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.
Visit the HSEM website at pencol.edu/program/homeland-security-emergency-management.

Students must earn a minimum of a 2.0 in each HSEM course.

Prospective Homeland Security and Emergency Management students should be aware that Homeland Security and Emergency Management employment candidates are subject to extensive background checks.

Program Length: 6 Quarters
Program Code: CRMHSAPT

Career Opportunities and Earnings

The Federal Department of Labor identifies homeland security as a "high-demand field," one that requires a large number of trained professionals across a number of industry sectors. The Bureau of Labor Statistics predicts a 22% increase in emergency management specialist positions by 2014. Graduates may find positions with a variety of organizations in the public and private sectors.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

On the job training is critical to giving students the insight and information they need to succeed once their education is complete. The Homeland Security Emergency Management program includes five credits of work-based experience for students completing the associate's degree option. This work-based training provides

opportunities to directly connect with potential employers. Graduates of this program can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional prerequisite requirements at BAS@pencol.edu.

Goals

- The program encourages students to question, search for answers and meaning, and develop ideas that lead to action
- The program provides up to date curriculum that adapts to the rapidly changing field of Homeland Security Emergency Management
- The Peninsula College Homeland Security Emergency Management program is significantly more cost effective than most private and public schools

Program Prerequisites

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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200 - $250

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn an AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CJ& 101	Introduction to Criminal Justice	5
EM 102	Introduction to Emergency Management	5
EM 110	Incident Command System (ICS)	2
EM 120	All Hazards Emergency Planning	3

Second Quarter (Winter)

Catalog #	Title	Credits
EM 130	Technology and Emergency Management	3
EM 180	Public Administration	3
EM 230	Disaster Recovery	2
EM 250	Homeland Security Law and Policy	4
GEOG 120	Introduction to Physical Geography	5

Third Quarter (Spring)

Catalog #	Title	Credits
CMST& 220	Public Speaking	5
EM 157	Public Information	2
EM 160	Emergency Response Awareness to Terrorism	5
MATH& 146	Introduction to Stats	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CJ& 110	Criminal Law	5
EM 200	Emergency Operations Center	2
ENGL& 101	English Composition I	5
POLS& 101	Intro Political Science	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
EM 190	Emergency Management Special Topics	3
EM 210	Exercise Design and Evaluation	3
ENVS& 100	Survey of Environmental Science	5
PSYC& 100	General Psychology	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
ENGL& 102	Composition II	5
EM 220	Developing and Managing Volunteer Resources	2
EM 240	Emergency Management Work-Based Learning	4
	Total Credits	98

Honors Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Admission to the Honors program is currently paused. Updates regarding the program's status will be posted on the College's website as they become available.

Overview

Stand out as a curious and ambitious university transfer applicant by graduating with Honors.

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with Honors, in preparation for transferring to a four-year university. This unique educational program is 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.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in honors, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

- Develop familiarity with theories of knowledge, with how knowledge is pursued in different academic disciplines, and with how to apply – or integrate – that knowledge across disciplines to better understand the world, the challenges humanity confronts, and possible avenues for reconciliation.
- Demonstrate interdisciplinary knowledge through thoughtful communication, which emphasizes listening, thinking, and expressing understanding of ideas.
- Learn how to use and apply technology to define information needs, to identify and critically evaluate sources, and to incorporate information into one's own knowledge base to accomplish a learning objective.
- Develop awareness and respect for cultural differences and demonstrate the ability to work with/within diverse groups to better engage the community and the world.
- Demonstrate breadth and depth in learning through the application of critical thinking across and within academic disciplines.
- Critically assess their own work and learn to develop the skills necessary to be self-directed and self-reflective learners.
- Work with college faculty and/or other mentors in developing, implementing, and presenting project work, thus expanding learning beyond the classroom by actively advancing knowledge.
- Complete their capstone experience by exploring the significance of their project using integrative knowledge through a written statement and by producing a video that reflects upon the value of the experience in promoting their educational objectives.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	Humanities	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
IS 150	Foundations of Knowledge	5
ENGL& 102	Composition II	5
	MATH& 107 or above	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
GS 121	Studium Generale	1-5
HONOR 160	Introduction to Honors Projects	2
	Natural Sciences	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
HONOR 220	Second Year Interdisciplinary Projects Seminar I	1
HONOR 290	Honors Project	1-2
	Humanities	5
	Natural Sciences	5
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Elective	5
HONOR 221	Second Year Interdisciplinary Project Seminar II	1
HONOR 290	Honors Project	1-2
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
HONOR 250	Honors Capstone Projects	2
	Elective	5
	Elective	5
	Total Credits	90

Honors Emphasis, Associate in Science Transfer Track 1

Admission to the Honors program is currently paused. Updates regarding the program's status will be posted on the College's website as they become available.

Overview

Stand out as a curious and ambitious university transfer applicant by graduating with Honors, in preparation for transferring to a four-year university.

Complete your Associate in Science, Transfer Track 1 with Honors. This unique educational program is 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.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Science, Transfer Track 1. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your Associate in Science, Transfer Track 1 degree with an emphasis in honors, but is not a major ready pathway for every institution.

Transfer Institution Information

- Develop familiarity with theories of knowledge, with how knowledge is pursued in different academic disciplines, and with how to apply – or integrate – that knowledge across disciplines to better understand the world, the challenges humanity confronts, and possible avenues for reconciliation.
- Demonstrate interdisciplinary knowledge through thoughtful communication, which emphasizes listening, thinking, and expressing understanding of ideas.
- Learn how to use and apply technology to define information needs, to identify and critically evaluate sources, and to incorporate information into one's own knowledge base to accomplish a learning objective.
- Develop awareness and respect for cultural differences and demonstrate the ability to work with/within diverse groups to better engage the community and the world.
- Demonstrate breadth and depth in learning through the application of critical thinking across and within academic disciplines.
- Critically assess their own work and learn to develop the skills necessary to be self-directed and self-reflective learners.
- Work with college faculty and/or other mentors in developing, implementing, and presenting project work, thus expanding learning beyond the classroom by actively advancing knowledge.
- Complete their capstone experience by exploring the significance of their project using integrative knowledge through a written statement and by producing a video that reflects upon the value of the experience in promoting their educational objectives.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
CHEM& 161	General Chemistry with Lab I	5
ENGL& 101	English Composition I	5
MATH& 151	Calculus I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
CHEM& 162	General Chemistry with Lab II	5
IS 150	Foundations of Knowledge	5
MATH& 152	Calculus II	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CHEM& 163	General Chemistry with Lab III	5
HONOR 160	Introduction to Honors Projects	2
	MATH& 146 or MATH& 163	5
	Remaining Credits	10-15

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Additional Requirements	5
	BIOL& 221 or PHYS& 114 or PHYS& 221	5
HONOR 220	Second Year Interdisciplinary Projects Seminar I	1
HONOR 290	Honors Project	1-2
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Additional Requirements	5
	BIOL& 222 or PHYS& 115 or PHYS& 222	5
HONOR 221	Second Year Interdisciplinary Project Seminar II	1
HONOR 290	Honors Project	1-2
	Humanities or Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	BIOL& 223 or PHYS& 116 or PHYS& 223	5
HONOR 250	Honors Capstone Projects	2
	Remaining Credits	2-5
	Total Credits	90

Hospitality & Event Planning Certificate

Program Description

Clallam and Jefferson counties are full of natural wonders, cultural experiences, local events, and outdoor activities that have transformed the Olympic Peninsula into the premiere destination for outdoor enthusiast in Washington State. Olympic National Park averages over 3 million visitors per year creating a high demand for customer service oriented hospitality and event planners, who appreciate nature, promote conservation and are environmentally and culturally responsible. 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.

Program Length: 3 Quarters
Program Code: HAMHPC45

Career Opportunities and Earnings

There is a high demand for talented people with hospitality and event planning skills; and an increasing number of employers are seeking workers with knowledge of customer service, banquet planning and marketing for the tourism industry. Graduates may find positions with a variety of hospitality companies and organizations in the public and private sectors. Wages often begin around $16.14/hour.

- Front desk agent
- Hotel registration clerk
- Event and banquet coordinator

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

When the Hospitality and Event Planning certificate is completed the student will be able to:

- Demonstrate an understanding of the concepts related to hospitality services
- Plan, organize and facilitate events
- Apply customer service skills in a business setting
- Develop an operational and marketing plan for an event
- Apply critical thinking skills to solve problems related to hospitality and event planning

Goals

- The program prepares students for a variety of hospitality event planning related jobs
- The program teaches sustainable ecotourism that emphasizes responsible travel in natural areas, conservation and improves the well-being of local people
- The courses are based on recommendations from local employers and industry trends

- The Hospitality certificate is significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good familiarity with computer software and hardware in the Windows or MAC environment. Students are required to place into the English and math/applied math courses required for the program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $300-$700
- Tuition and fees: $5,565.90 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
ENGL& 101	English Composition I	5
HOSP 100	Introduction to Hospitality	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
HOSP 120	Ecotourism	5
HOSP 230	Event Planning	5

Third Quarter (Spring)

Catalog #	Title	Credits
HOSP 130	Hospitality and Tourism Marketing	5
HOSP 140	Food and Beverage Management	2
HOSP 150	Sustainable Tourism Policy and Planning	3
	Social Sciences	5
	Total Credits	45

Hospitality and Ecotourism Associate in Applied Science (AAS) Degree

Program Description

Clallam and Jefferson counties are full of natural wonders, cultural experiences, local events, and outdoor activities that have transformed the Olympic Peninsula into the premiere destination for outdoor enthusiast in Washington state. Olympic National Park averages over 3 million visitors per year creating a high demand for customer service oriented hospitality, ecotourism and recreational workers, who appreciate nature, promote conservation and are environmentally and culturally responsible.

The Hospitality and Ecotourism program is designed to prepare students to work in fields that serve visitors on the Olympic Peninsula. Foundation courses introduce students to hospitality, ecotourism, marketing, and human relations. Core courses expand student knowledge and skills in hotel facilities and technology, event management, marketing, ecotourism, tourism policy and planning, and accounting. Capstone courses provide practicum experience and opportunity for service learning projects with local employers. Students are required to have access to computer, internet, and browser. This degree can be completed online.

Program Length: 6 Quarters
Program Code: HAMHEAPT

Career Opportunities and Earnings

There is a high demand for talented people with hospitality and tourism skills; and an increasing number of employers are seeking workers with knowledge of customer service, recreational planning, hotel management, and tourism industry trends. Graduates may find positions with a variety of hospitality companies and organizations in the public and private sectors. Wages often begin around $17.88/hour.

- Banquet services
- Catering sales manager
- Concierge
- Food service managers
- Front desk associate
- Guest services coordinator
- Hotel services
- Meeting convention and event planners

Program Outcomes

When the Hospitality and Tourism program is completed the student will be able to:

- Demonstrate an understanding of the concepts related to the tourism sector and hospitality services
- Plan, organize and facilitate recreational and business related events
- Apply customer relations 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, tourism and food service management
- 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

Goals

- The program prepares students for a variety of hospitality and tourism service related jobs
- The program teaches sustainable ecotourism that emphasizes responsible travel in natural areas, conservation and improves the well-being of local people
- The courses are based on recommendations from local employers and industry trends
- The Peninsula College Hospitality and Tourism program is significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good familiarity with computer software and hardware in the Windows or MAC environment. Students are required to place into the English and math/applied math courses required for the program. Learn more about placement options by visiting the Assessment and Placement website: pencol.edu/placement-testing.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter. Students can enter this program any quarter.

First Quarter (Fall)

Catalog #	Title	Credits
	AMATH 121 or MATH& 107 or above	5
HOSP 100	Introduction to Hospitality	5
HOSP 250	Hotel Operations	5

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
HOSP 120	Ecotourism	5
HOSP 230	Event Planning	5

Third Quarter (Spring)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
HOSP 130	Hospitality and Tourism Marketing	5
HOSP 140	Food and Beverage Management	2
HOSP 150	Sustainable Tourism Policy and Planning	3

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
ENGL& 101	English Composition I	5
HOSP 220	Technology in the Hospitality Industry	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
HOSP 110	Leadership & Management for Hospitality	5
BUS 283	Human Resources Management	5
MEDIA 275	Social Media Marketing	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	AOS 112 or HOSP 290	5
HOSP 215	Adventure Travel Leadership and Guiding	5
HOSP 235	Meeting Planning and Production	5
	Social Sciences	5
	Total Credits	95

Hospitality Ecotourism and Adventure Travel Leadership Short Term Certificate

Program Code: HAMEAC01

Program Outcomes

- Describe the socio-cultural, ecological, economic and community impacts of ecotourism on public and protected areas and identify core indicators of sustainable tourism such as site protection, social impact, critical ecosystems and local economy
- Identify trends in consumer behavior related to the tourism industry such as travel-based learning and ecotourism and analyze the interconnections between different elements of tourism including accommodation, transport, attractions and tourism services
- Develop plans for sustainable ecotourism programs and for managing the impact of tourism on communities and the environment
- Develop and present a plan for creating and delivering a guide experience using key principles of adventure travel guiding and applying the core concepts of customer service, interpretive guiding principles and practices and risk management and assessment to the role of guide

Catalog #	Title	Credits
HOSP 120	Ecotourism	5
HOSP 150	Sustainable Tourism Policy and Planning	3
HOSP 215	Adventure Travel Leadership and Guiding	5
	Total Credits	13

Hospitality Media Technician Certificate

The Peninsula College Media Technician certificate prepares students for employment in a variety of jobs including theater technician for live events and performances, technical director, audio and video, lighting, and sound engineering technician. The program emphasizes both technical and artistic training in audio, video, lighting, set design, basic carpentry, rigging, and multimedia. Internships provide practicum experiences and opportunity for service-learning experiences with local employers.

Program Length: 3 Quarters
Program Code: HAMMTC45

Career Opportunities and Earnings

There is a growing demand for talented people with media, audio, and video technical skills; and an increasing number of employers are seeking workers with creative technical skills. Graduates may find positions with a variety of companies and organizations in the public and private sectors. Potential positions include:

- Audio technician
- Media technician
- Multimedia developer
- Technical director
- Video technician

Wages often begin around $28.70 per hour.

Program Outcomes

When this program is completed, the student will be able to:

- Operate, monitor, and adjust audio, video, sound, and lighting equipment to ensure consistent quality
- Set up and take down equipment for events and live performances
- Record speech, music, and other sounds on recording equipment or computers, sometimes using complex software
- Synchronize sounds and dialogue with action taking place in productions
- Convert video and audio recordings to digital formats for editing on computers
- Install audio, video, and lighting equipment for events and performances

- Communicate effectively and collaborate with groups and clients

Goals

- Prepares students for a variety of media, audio, video, and theater technician jobs
- The courses are based on recommendations from local employers and industry trends
- The Peninsula College Media Technician certificate is significantly more cost effective than most private and public schools

Program Prerequisites

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.

Required Software and Equipment

- Subscription to Adobe Creative Cloud Account
- Personal website including domain and webhosting for portfolio and subdomains for web based projects
- Digital camera for photography and video
- Books for courses

Approximate Additional Costs

- Tuition and fees: $6,035.94 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (18 credits): $2,090.32
  - Third quarter (18 credits): $2,090.32

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 176	Lighting for Theater and Live Events	5

Second Quarter (Winter)

Catalog #	Title	Credits
DRMA 107	Theatre Production and Design	5
	CONST 104 or MEDIA 177	5
HUMDV 120	Human Relations	3
MEDIA 116	Video and Live Projection	5

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
HOSP 235	Meeting Planning and Production	5
	HOSP 290 or Advisor Approved Elective	3
MEDIA 235	Multimedia Production for Performances	5
	Total Credits	51

Human Resources I Short Term Certificate

Program Code: BAMHRC01

Program Outcomes:

- Implement organizational training and development initiatives to motivate, train and develop talent, and to evaluate performance management techniques to help companies gain and retain top talent, with a focus on diversity, equity, inclusion and belonging.
- Learn the value of collective bargaining with union representatives and processes that lead to the conclusion of a collective agreement.
- Use appropriate leadership styles and continuously improve leadership knowledge and skills in a wide variety of settings with a diverse spectrum of personalities.

Catalog #	Title	Credits
HR-BAS 401	Managing Diversity, Equity, Inclusion and Belonging	5
HR-BAS 420	Labor Relations-Union Management Relations	5
HR-BAS 430	Training and Development	5
	Total Credits	15

Human Resources Specialization, Bachelor of Applied Science in Management

Program Description

The Human Resources Specialization for the Bachelor of Applied Science (BAS) in Management degree builds on an existing two year 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 online. Students can enter the program in the fall, winter, or spring.

This degree is designed to provide program graduates with the knowledge and skills needed to move into Human Resources management or supervisory positions. The Bachelor's curriculum includes a mix of required core management and general studies courses.

Program Code: BAMAMBAS

Career Opportunities and Earnings

Potential careers include:

- Compensation and benefits managers
- Compensation, benefits and job analysis specialists
- Human resources managers
- Human resources specialists
- Training and development managers
- Training and development specialists

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline
- Demonstrate 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

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS program curriculum is designed to prepare students for completing a master's degree.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of a 2.0 or higher
- 5 credits of BUS& 101 or ECON 101 with a GPA of 2.0 or higher
- 5 credit CMST Humanities course with a GPA of 2.0 or higher
- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- 5 credits Social Sciences
- 5 credits Natural Sciences with Lab
- 15 credits additional coursework across Humanities, Natural Sciences or Social Sciences
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may begin taking courses fall, winter, or spring quarters. To learn more about the application process, visit https://pencol.edu/bachelors-degrees.

First Quarter (Fall)

Catalog #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BAS 325	Legal Environments in Management	5
BAS 358	Marketing for Managers	5
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
BAS 340	Applied Financial Management	5
BAS 380	Project Management	5
	Humanities, Natural Sciences, Social Sciences or Upper-Division Elective	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
HR-BAS 420	Labor Relations-Union Management Relations	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BAS 330	Management Information Systems	5
BAS 485	Ethics for Managers	5
HR-BAS 430	Training and Development	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BAS 465	BAS Internship	1-5
BAS 490	Strategic Management & Policy	5
HR-BAS 401	Managing Diversity, Equity, Inclusion and Belonging	5
	Total Credits	90

Information Technology Management I Short Term Certificate

Program Code: BAMITC01

Program Outcomes:

- Understand the business and social impact of globalization as it relates to information technology (IT) management
- Define Cloud Computing and describe how it is transforming and evolving the IT industry
- Apply cost/benefit models for IT business considerations, including Cloud Migration, Data Mining techniques, and supply chain management

Catalog #	Title	Credits
IT-BAS 320	International Business and Information Technology	5
IT-BAS 420	Strategies and Cloud Technologies	5
IT-BAS 430	Business Intelligence and Data Mining	5
	Total Credits	15

Information Technology Management Specialization, Bachelor of Applied Science in Management

Program Description

The Information Technology Management Specialization for the Bachelor of Applied Science (BAS) in Management degree builds on an existing two year 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 online. Students can enter the program in the fall, winter, or spring.

This degree is designed to provide program graduates with the knowledge and skills needed to move into Information Technology management or supervisory positions. The Bachelor's curriculum includes a mix of required core management and general studies courses.

Program Code: BAMAMBAS

Career Opportunities and Earnings

Potential careers include:

- Computer programmer
- Network or systems administrator
- Software engineer
- Web developer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline
- Demonstrate 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

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS program curriculum is designed to prepare students for completing a master's degree.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of a 2.0 or higher
- 5 credits of BUS& 101 or ECON 101 with a GPA of 2.0 or higher
- 5 credit CMST Humanities course with a GPA of 2.0 or higher
- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- 5 credits Social Sciences
- 5 credits Natural Sciences with Lab
- 15 credits additional coursework across Humanities, Natural Sciences or Social Sciences
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may take courses fall, winter, or spring quarters. To learn more about the application process, visit pencol.edu/applying-program/bas-application-form.

Note: This schedule is based on full-time enrollment for two academic years. Students who enter the program mid-year will adjust their schedules accordingly.

First Quarter (Fall)

Catalog #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BAS 325	Legal Environments in Management	5
BAS 358	Marketing for Managers	5
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
BAS 340	Applied Financial Management	5
BAS 380	Project Management	5
	Humanities, Natural Sciences, Social Sciences or Upper-Division Elective	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
IT-BAS 430	Business Intelligence and Data Mining	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BAS 330	Management Information Systems	5
BAS 485	Ethics for Managers	5
IT-BAS 420	Strategies and Cloud Technologies	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BAS 465	BAS Internship	1-5
BAS 490	Strategic Management & Policy	5
IT-BAS 320	International Business and Information Technology	5
	Total Credits	90

Information Technology Systems Administration, Associate in Applied Science (AAS) Degree

Program Description

The Associate in Applied Science (AAS) degree in Information Technology 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.

Program Length: 6 Quarters
Program Code: SYASAAPT

Career Opportunities and Earnings

The Information Technology field continues to evolve. Information Technology plays an integral part in achieving management goals and objectives. Network and computer support personnel with experience and education earn living wages that vary depending on many factors, including but not limited to: specific skill set, supply and demand, location, and current business and economic conditions. Job openings vary across the country.

- Network engineer
- Systems administrator
- Systems support specialist

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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
- Consider ideas that conflict with individual value systems
- Design, configure, troubleshoot and deploy computer networks
- 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

Special Features

- This program helps prepare the student for a life-long learning process that accommodates rapidly changing technologies
- This program can be completed online, or face to face depending on the mode that best fits each student's needs
- The practice examination used in this program is based on content that follows guidelines established by industry leaders

Program Goals

For the education program to be effective, the curriculum is designed to promote the following outcomes:

- Prepare students for a variety of Information Technology, network support, computer support and business related job opportunities
- Prepare students for professional certification exams, where applicable
- Prepare students to communicate effectively with management, including Chief Information Officers (CIO), and Chief Financial Officers (CFO)

Program Prerequisites

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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200-$300
- Computer/software: $1,500-$2,500 (optional, recommended)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CS 100	Introduction to Computer Science	5
IT 107	Introduction to Networking	5
IT 111	Information Technology Foundations I	5

Second Quarter (Winter)

Catalog #	Title	Credits
IT 155	Cloud Computing Essentials	5
IT 211	Information Technology Foundations II	5
IT 260	Introduction to Unix/Linux Systems Administration	5

Third Quarter (Spring)

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
IT 114	Database Design and Implementation	5
IT 225	Windows Server and Windows Domains	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
IT 207	Advanced Networking and Network Security	5
	IT 275 or IT 287	5
IT 285	Cloud Infrastructure and DevOps	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
CSIA 185	Cybersecurity I: Risks, Control and Encryption	5
ENGL& 101	English Composition I	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	Advisor Approved Elective	5
CSIA 290	Cybersecurity Capstone	5
	Social Sciences	5

Total Credits	90

Information Technology Systems Administration, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

The Associate in Applied Science-Transfer (AAS-T) degree in Information Technology 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.

Program Length: 6 Quarters
Program Code: SYASAAAS

Career Opportunities and Earnings

The Information Technology field continues to evolve. Information Technology plays an integral part in achieving management goals and objectives. Network and computer support personnel with experience and education earn living wages that vary depending on many factors, including but not limited to: specific skill set, supply and demand, location, and current business and economic conditions. Job openings vary across the country.

- Network engineer
- Systems administrator
- Systems support specialist

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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
- Consider ideas that conflict with individual value systems
- Design, configure, troubleshoot and deploy computer networks
- 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

Special Features

- This program helps prepare the student for a life-long learning process that accommodates rapidly changing technologies

- This program can be completed online, or face to face depending on the mode that best fits each student's needs
- The practice examination used in this program is based on content that follows guidelines established by industry leaders

Program Goals

For the education program to be effective, the curriculum is designed to promote the following outcomes:

- Prepare students for a variety of Information Technology, network support, computer support and business related job opportunities
- Prepare students for professional certification exams, where applicable
- Prepare students to communicate effectively with management, including Chief Information Officers (CIO), and Chief Financial Officers (CFO)

Program Prerequisites

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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $200-$300
- Computer/software: $1,500-$2,500 (optional, recommended)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
CS 100	Introduction to Computer Science	5
IT 107	Introduction to Networking	5
IT 111	Information Technology Foundations I	5

Second Quarter (Winter)

Catalog #	Title	Credits
IT 155	Cloud Computing Essentials	5
IT 211	Information Technology Foundations II	5
IT 260	Introduction to Unix/Linux Systems Administration	5

Third Quarter (Spring)

Catalog #	Title	Credits
CSIA 110	Introduction to Cybersecurity and Cybercrime	5
IT 114	Database Design and Implementation	5
IT 225	Windows Server and Windows Domains	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
IT 207	Advanced Networking and Network Security	5
	IT 275 or IT 287	5
IT 285	Cloud Infrastructure and DevOps	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
CSIA 185	Cybersecurity I: Risks, Control and Encryption	5
ENGL& 101	English Composition I	5
	MATH& 107 or above	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	Advisor Approved Elective	5
CSIA 290	Cybersecurity Capstone	5
	Social Sciences	5
	Total Credits	90

Integrated Indigenous Studies Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) while exploring Integrated Indigenous Studies (IIS), in preparation for transferring to a four-year university. The IIS emphasis at Peninsula College is open to all students and offers the diverse student population the unique opportunity to experience college curriculum rooted in indigenous perspectives, pedagogies, and experiences. It welcomes those with no previous interactions with indigenous perspectives, as well as those who arrive with past academic knowledge, lived experience, and/or expertise.

Sample Schedule

This Sample Schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Arts Direct Transfer Agreement (AA-DTA). The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal Educational Plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your Math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission

criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our Sample Schedule is designed to provide you with faculty recommended courses to complete your Associate in Arts Direct Transfer Agreement (AA-DTA) degree with an emphasis in Integrated Indigenous Studies, but is not a major ready pathway for every institution.

Transfer Institution Information

Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS) with a Tribal Management specialization. Please contact the BAS advisor for additional information at BAS@pencol.edu.

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	KLA 121, MAKAH 121, or QUIL 121	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	MATH& 107 or above	5
	KLA 122, MAKAH 122, or QUIL 122	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
ENVS& 100	Survey of Environmental Science	5
	KLA 123, MAKAH 123, or QUIL 123	5
SOC 235	Sociology of Food	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
IS 109	Introduction to Indigenous Humanities	5
IIS 101	Introduction to American Indian Studies	5
	IIS Elective	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
GEOG 120	Introduction to Physical Geography	5
IS 120	Indigenous Humanities: Language, Culture, and Indigenous Futures	5
	IIS Elective	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	BIOL 150 or BOT 101	5
	GEOG& 200, HIST 216, or SOC 245	5
	IIS Elective	5
	Total Credits	90

Journalism Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Explore your passion for creative storytelling, photography, design, and community outreach. Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in Journalism in preparation for transferring to a four-year university.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Advertising and promotions manager
- Emergency management director
- Marketing and public relations manager
- Reporter
- School teacher

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college**

for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula. Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in journalism, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
	CMST& 102 or CMST103/GS 121	5
COLL 101	College Success	5
ENGL& 101	English Composition I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
	CMST& 102 or CMST103/GS 121	5
ENGL& 102	Composition II	5
	MATH& 107 or MATH& 146	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CMST 121	Photojournalism I	5
CMST 201	Social Media & Society	5
	Natural Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	CMST 122 or 123	3
GS 121	Studium Generale	1-5
	Natural Sciences	5
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
CMST& 210	Interpersonal Communication	5
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	CMST Elective	5
	Humanities	5
	Social Sciences	5
	Total Credits	90

Kinesiology Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in Kinesiology in preparation for transferring to a four-year university.

Sample Schedule

This Sample Schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Arts, Direct Transfer Agreement (AA-DTA). The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal Educational Plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your Math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our Sample Schedule is designed to provide you with faculty recommended courses to complete your Associate in Arts, Direct Transfer Agreement (AA-DTA) degree with an emphasis in Kinesiology and is not a major ready pathway for every institution.

Transfer Institution Information

Students can continue their academic studies at Peninsula College in the Bachelor of Applied Management degree (BAS). Please contact the BAS advisor for additional information at BAS@pencol.edu.

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
NUTR& 101	Introduction to Human Nutrition	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
CHEM& 121	Introduction to Chemistry with Lab	5
ENGL& 102	Composition II	5
MATH& 146	Introduction to Stats	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
BIOL& 160	General Biology with Lab, Cell Biology Emphasis	5
CMST& 220	Public Speaking	5
PSYC& 100	General Psychology	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
BIOL& 241	Human Anatomy & Physiology I with Lab	5
	Humanities	5
SOC& 101	Introduction to Sociology	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
BIOL& 242	Human Anatomy & Physiology II with Lab	5
FA 100	Industrial First Aid	1
	Humanities	5
PSYC& 200	Lifespan Psychology	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
BIOL& 260	Microbiology with Lab	5
CHEM& 131	Intro to Organic/Biochemistry with Lab	6
	Humanities	5
	Total Credits	92

Licensed Trades Apprenticeship Preparation

Program Code: PTPPIC20

Catalog #	Title	Credits
LTAP 110	Introduction to the Licensed Trades	2
LTAP 120	Worksite Behavior, Readiness and Safety	3
LTAP 130	Trades Math	5
LTAP 140	Plumbing Systems and Materials	10
	Total Credits	20

Literature Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in Literature in preparation for transferring to a four-year university. Studying English offers opportunities for students interested in writing, editing, or teaching as a career path, but it also assists people whose career pathways focus on thinking critically and creatively to solve problems, analyzing specific details, and supervising or collaborating with fellow employees.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement

- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Creative writer
- Editor
- Grant writer
- K-12 teacher or college professor
- Technical writer

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in literature, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	ENGL& 111 or IS 101	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	Literature Elective	5
MATH& 107	Math in Society	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	Humanities	5
	Natural Sciences	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	ENGL& 111 or IS 101	5
	Natural Sciences	5
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Literature Elective	5
	Literature Elective	5
	Natural Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Literature Elective	5
	Literature Elective	5
	Social Sciences	5
	Total Credits	90

Marketing I Short Term Certificate

Program Code: BAMMKC01

Program Outcomes:

- Develop digital marketing skills and understand core principles needed for success.
- Understand critical thinking about economic and behavioral concepts and their use in marketing.
- Demonstrate skills and knowledge for a success marketing campaign.

Catalog #	Title	Credits
EM-BAS 311	Digital Marketing	5
EM-BAS 420	Sales, Negotiation, and Creative Product Development	5
	EM-BAS 450 or EM-BAS 455	5
	Total Credits	15

Mathematics Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in mathematics in preparation for transferring to a four-year university. We offer courses in a traditional classroom setting, online, or hybrid combining both classroom and online experiences.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Actuary
- Data scientists
- Financial planner
- Mathematician
- Systems engineer

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in mathematics, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	MATH& 141 or MATH& 151	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
	ENGL& 102 or ENGL& 235	5
	MATH& 142 or MATH& 152	5
	Social Sciences	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CMST& 210	Interpersonal Communication	5
	MATH& 163 or Natural Sciences	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Humanities	5
	MATH& 146 or MATH& 151	5
PHYS& 221	Engineering Physics I with Lab	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Elective or MATH& 152	5
PHYS& 222	Engineering Physics II with Lab	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Humanities	5
	MATH& 163 or Natural Sciences	5
PHYS& 223	Engineering Physics III with Lab	5
	Total Credits	90

Medical Assisting Certificate

Program Description

The Peninsula College Medical Assisting program provides training for employment in medical offices, clinics, 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. The Medical Assisting Associate in Applied Science (AAS) degree includes transfer coursework in math, English, psychology, sociology, and chemistry. Courses include medical terminology, anatomy and physiology, clinical skills, medical office administration, electronic medical records, and medical billing and coding. Medical ethics, patient safety, and patient care are taught throughout the program, as well as the rules and regulations mandated by HIPAA and OSHA. Technology skills are integrated to prepare students for medical office employment, including electronic billing and coding, bookkeeping and accounting, and charting in patient records. Graduates are eligible to take their national exam in order to obtain their Washington State Department of Health Medical Assistant-Certified credentials.

The Medical Assisting Program at Peninsula College prepares medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Application to the program is required. Applicants who plan to begin the program Fall Quarter must submit their application packet by 5:00 pm on June 1st of the preceding Spring Quarter. 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.

Program Length: 5 Quarters
Program Code: MLAMAC45

Career Opportunities and Earnings

The Medical Assisting program provides training for employment in medical offices, clinics, and other healthcare settings. Advanced degrees may provide access to a wider range of health career opportunities. The demand for medical assistants should remain strong over the next several years.

- Medical assistant
- Medical billing

For current employment and wage estimates, please visit and search for Medical Assistant: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Function professionally in a legal and ethical manner as a medical assistant.
- Use medical terminology correctly.
- Effectively communicate with other health-care team members, patients, and physicians.
- Procure and distribute both office supplies 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, workplace safety, and risk management.
- Demonstrate knowledge and competency in electronic medical billing of multiple insurances.
- Follow laws and regulations regarding patient privacy and confidentiality.
- Demonstrate knowledge of ICD-10 coding for medical billing.
- Integrate cognitive objectives and psychomotor and affective domain competencies into daily practice.

Program Prerequisites

College-level skills in math and English are required before registering for communications and computation courses at Peninsula College. The placement test will help determine placement level if not known. Medical Assisting program prerequisites ENGL 90, INFO 101, and MATH 63.

Approximate Additional Costs

- Books, uniforms, supplies and miscellaneous fees (per quarter): $300-$700
- MA-C credential application, national exam fees and background check fees: $250-$300
- Insurance and immunizations fees: $150-$300
- Total Additional Cost Estimate, excluding tuition: $700-$1300

Student Expenses

Costs are approximations only and do not include tuition or associated classroom/student fees.

Medical Assisting Program expenses, in addition to tuition, placement testing, or any other college-related fees or expenditures.

Item	Estimated Cost
Uniforms: two sets of scrub pants and tops	$40-$70 per set
Shoes: leather or other puncture-resistant material, athletic or medical type	$30-$100 per pair
White laboratory coat (optional)	$25-$45 each
Analogue watch with sweeping second hand	$20-$50
Stethoscope	$40-$120
Textbooks	$150-$300 per quarter (prices determined by publisher, not medical assisting program)
National exam application fee	$90-$150
WA state DOH MA-C application fee	$115-$150
Background check for Program	$44-$55
Background check for WA state, if required	Varies; check DOH website
Membership dues for national credential	Varies; check appropriate website
Fees for Continuing Education credits	Varies; check appropriate website
Immunizations	Varies based on immunizations/titers needed
Insurance	Varies by individual carrier
Health and Liability Insurance (optional, but recommended prior to Practicum)	Varies by individual carrier and type of coverage, but can range from $35-$150
Neither Peninsula College nor any affiliated clinical externship sites are responsible for the cost of medical care for injury or illness that occurs as a result of classroom, lab, or practicum activities.	

Prerequisites

Catalog #	Title	Credits
ENGL 90	Fundamentals of English	5
INFO 101	Research in Health and Social Sciences	2
MATH 63	Introduction to Algebra	5

First Quarter (Fall)

Catalog #	Title	Credits
MED 101	Introduction to Clinical Medical Assisting	5
MED 102	Medical Terminology for Medical Assistants	5
MED 150	Medical Billing and Coding I	5

Second Quarter (Winter)

Catalog #	Title	Credits
MED 110	Anatomy & Pathophysiology for Medical Assistants I	5
MED 135	Medical Office Procedures	4
MED 151	Medical Billing and Coding II	5
MED 160	Clinical Lab Seminar for Medical Assistants I	5

Third Quarter (Spring)

Catalog #	Title	Credits
MED 115	Anatomy & Pathophysiology for Medical Assistants II	5
MED 140	Medical, Ethical, Legal Communication	4
MED 161	Clinical Lab Seminar for Medical Assistants II	5

Fourth Quarter (Summer)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
FA 180	First Aid for Healthcare Providers	1
MED 105	HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants	1
MED 170	Principles of Pharmacology for Medical Assistants	5

Fifth Quarter (Fall)

Catalog #	Title	Credits
MED 165	Clinical Practicum for Medical Assistants	6
MED 200	Medical Assisting Capstone	3
MED 201	Introduction to Patient Advocacy	5
	Total Credits	74

Medical Assisting, Associate in Applied Science (AAS) Degree

Program Description

The Peninsula College Associate in Applied Science (AAS) Medical Assisting program provides training for employment in medical offices, clinics, 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. The Medical Assisting AAS degree includes transfer coursework in math, English, psychology, sociology, and chemistry. Courses include medical terminology, anatomy and physiology, clinical skills, medical office administration, electronic medical records, and medical billing and coding. Medical ethics, patient safety, and patient care are taught throughout the program, as well as the rules and regulations mandated by HIPAA and OSHA. Technology skills are integrated to prepare students for medical office employment, including electronic billing and coding, bookkeeping and accounting, and charting in patient records. Graduates are eligible to take their national exam in order to obtain their Washington State Department of Health Medical Assistant-Certified credentials.

The Medical Assisting Program at Peninsula College prepares medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Application to the program is required. Applicants who plan to begin the program Fall Quarter must submit their application packet by 5:00 pm on June 1st of the preceding Spring Quarter. 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.

Program Length: 7 Quarters
Program Code: MLAMAAPT

Career Opportunities and Earnings

The Medical Assisting program provides training for employment in medical offices, clinics, and other healthcare settings. Advanced degrees may provide access to a wider range of health career opportunities. The demand for medical assistants should remain strong over the next several years.

- Medical assistant
- Medical billing

For current employment and wage estimates, please visit and search for Medical Assistant: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Function professionally in a legal and ethical manner as a medical assistant
- Use medical terminology correctly
- Effectively communicate with other health-care team members, patients, and physicians
- Procure and distribute both office supplies 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, workplace safety, and risk management
- Demonstrate knowledge and competency in electronic medical billing of multiple insurances
- Follow laws and regulations regarding patient privacy and confidentiality
- Demonstrate knowledge of ICD-10 coding for medical billing
- Integrate cognitive objectives and psychomotor and affective domain competencies into daily practice

Program Prerequisites

College-level skills in math and English are required before registering for communications and computation courses at Peninsula College. The placement test will help determine placement level if not known. Medical Assisting program prerequisites ENGL 90, INFO 101, and MATH 63.

Approximate Additional Costs

- Books, uniforms, supplies and miscellaneous fees (per quarter): $300-$700
- MA-C credential application, national exam fees and background check fees: $250-$300
- Insurance and immunizations fees: $150-$300

Total Additional Cost Estimate, excluding tuition: $700-$1300

Student Expenses

Costs are approximations only and do not include tuition or associated classroom/student fees.

Medical Assisting Program expenses, in addition to tuition, placement testing, or any other college-related fees or expenditures.

Item	Estimated Cost
Uniforms: two sets of scrub pants and tops	$40-$70 per set
Shoes: leather or other puncture-resistant material, athletic or medical type	$30-$100 per pair
White laboratory coat (optional)	$25-$45 each
Analogue watch with sweeping second hand	$20-$50
Stethoscope	$40-$120
Textbooks	$150-$300 per quarter (prices determined by publisher, not medical assisting program)
National exam application fee	$90-$150
WA state DOH MA-C application fee	$115-$150
Background check for Program	$44-$55
Background check for WA state, if required	Varies; check DOH website
Membership dues for national credential	Varies; check appropriate website
Fees for Continuing Education credits	Varies; check appropriate website
Immunizations	Varies based on immunizations/titers needed
Insurance	Varies by individual carrier
Health and Liability Insurance (optional, but recommended prior to Practicum)	Varies by individual carrier and type of coverage, but can range from $35-$150

Medical Assisting Program expenses, in addition to tuition, placement testing, or any other college-related fees or expenditures.

Neither Peninsula College nor any affiliated clinical externship sites are responsible for the cost of medical care for injury or illness that occurs as a result of classroom, lab, or practicum activities.

Prerequisites

Catalog #	Title	Credits
ENGL 90	Fundamentals of English	5
INFO 101	Research in Health and Social Sciences	2
MATH 63	Introduction to Algebra	5

First Quarter (Fall)

Catalog #	Title	Credits
MED 101	Introduction to Clinical Medical Assisting	5
MED 102	Medical Terminology for Medical Assistants	5
MED 150	Medical Billing and Coding I	5

Second Quarter (Winter)

Catalog #	Title	Credits
MED 110	Anatomy & Pathophysiology for Medical Assistants I	5
MED 135	Medical Office Procedures	4
MED 151	Medical Billing and Coding II	5
MED 160	Clinical Lab Seminar for Medical Assistants I	5

Third Quarter (Spring)

Catalog #	Title	Credits
MED 115	Anatomy & Pathophysiology for Medical Assistants II	5
MED 140	Medical, Ethical, Legal Communication	4
MED 161	Clinical Lab Seminar for Medical Assistants II	5

Fourth Quarter (Summer)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
FA 180	First Aid for Healthcare Providers	1
MED 105	HIV/AIDS and Other Bloodborne Pathogens for Medical Assistants	1
MED 170	Principles of Pharmacology for Medical Assistants	5

Fifth Quarter (Fall)

Catalog #	Title	Credits
MED 165	Clinical Practicum for Medical Assistants	6
MED 200	Medical Assisting Capstone	3
MED 201	Introduction to Patient Advocacy	5

Sixth Quarter (Winter)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
PSYC& 100	General Psychology	5

Seventh Quarter (Spring)

Catalog #	Title	Credits
	CHEM& 110 or higher	5
SOC& 101	Introduction to Sociology	5
	Total Credits	94

Medical Office Assisting Certificate

Program Description

The Peninsula College Medical Office Assistant Certificate program provides training for adults seeking employment in the administrative areas of medical offices, clinics, hospitals, home health, extended care facilities, and other healthcare settings. 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. Immunizations & background checks must be completed prior to the student being placed into a local healthcare facility for their required externship/ practicum experience(s).

Program Length: 4 Quarters
Program Code: MOMOAC45

Career Opportunities and Earnings

There is a high demand for professional medical office assistants and an increasing number of employers are seeking skilled medical office assistants. Graduates may find positions is a variety of healthcare settings including medical offices, clinics, hospitals, home health and extended care facilities. Potential positions include:

- Admissions coordinator
- Billing coordinator
- Medical office assistant
- Medical secretary
- Patient coordinator

For current employment and wage estimates, please visit and search for Medical Secretary: bls.gov/oes.

Program Outcomes

Upon completion of the Medical Office Assistant program, students will be able to:

- Perform the duties of a professional medical office assistant/specialist
- Identify legal and ethical issues related to medical office assistant duties and responsibilities
- 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
- Format and generate various documents required in a medical office setting

Goals

- Prepare students for a variety of medical office related jobs
- Offer a medical office assistant program that aligns with recommendations from local employers and industry trends
- Meet the growing need for trained Rotating Allied Health Program Planning medical office assistants

Approximate Additional Costs

- Placement test fee: $20
- Books, supplies and miscellaneous fees: $250-$300
- Tuition and fees: $7,029.50 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (12 credits): $1,620.28
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30
  - Fourth quarter (13 credits): $1,698.62

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
INFO 101	Research in Health and Social Sciences	2
MED 102	Medical Terminology for Medical Assistants	5
MED 150	Medical Billing and Coding I	5

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
FA 180	First Aid for Healthcare Providers	1
MED 135	Medical Office Procedures	4
MED 151	Medical Billing and Coding II	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 105	Introduction to Microsoft Word	5
MED 140	Medical, Ethical, Legal Communication	4
MED 155	Medical Office Assistant Extern and Capstone	6

Fourth Quarter (Summer)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
ENGL& 101	English Composition I	5
HUMDV 120	Human Relations	3
	Total Credits	55

Medical Office Assisting, Associate in Applied Science (AAS) Degree

Program Description

The Peninsula College Associate in Applied Science (AAS) Medical Office Assisting program provides training for adults 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. 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).

Program Length: 6 Quarters
Program Code: MOAMAAPT

Career Opportunities and Earnings

There is a high demand for professional medical office assistants and an increasing number of employers are seeking skilled medical office assistants. Graduates may find positions is a variety of healthcare settings including medical offices, clinics, hospitals, home health and extended care facilities. Wages often begin around $20.71 per hour. Potential positions include:

- Medical office assistant
- Medical secretary

For current employment and wage estimates, please visit and search for Medical Office Assistant: bls.gov/oes.

Program Outcomes

Upon completion of the Medical Office Assistant 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
- Format and generate various documents required in a medical office setting

Goals

- Prepare students for a variety of medical office related jobs
- Offer a medical office assistant program that aligns with recommendations from local employers and industry trends
- Meet the growing need for trained Rotating Allied Health Program Planning medical office assistants

Approximate Additional Costs

- Placement test fee: $20
- Books, supplies and miscellaneous fees: $250-$300

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
INFO 101	Research in Health and Social Sciences	2
MED 102	Medical Terminology for Medical Assistants	5
MED 150	Medical Billing and Coding I	5

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
FA 180	First Aid for Healthcare Providers	1
MED 135	Medical Office Procedures	4
MED 151	Medical Billing and Coding II	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 105	Introduction to Microsoft Word	5
MED 140	Medical, Ethical, Legal Communication	4
MED 155	Medical Office Assistant Extern and Capstone	6

Fourth Quarter (Fall)

Catalog #	Title	Credits
AOS 106	Introduction to Microsoft Excel	5
BUS& 101	Introduction to Business	5
ENGL& 102	Composition II	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
AOS 109	Introduction to Microsoft Powerpoint	2
CMST& 210	Interpersonal Communication	5
ENGL& 235	Technical Writing	5
HUMDV 120	Human Relations	3

Sixth Quarter (Spring)

Catalog #	Title	Credits
H ED 180	Introduction to Health	5
PSYC& 100	General Psychology	5
SOC& 101	Introduction to Sociology	5
	Total Credits	92

Multimedia Communications Graphics, Associate in Applied Science (AAS) Degree

Program Description

Complete your Multimedia Communications Graphics, Associate in Applied Science (AAS). This 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. Some courses in this degree concentration are not offered online. Students are required to have access to Adobe Design Premium software, supply their own digital still and video camera, Adobe Creative Cloud, personal website including domain and webhosting for Portfolio and subdomains for web-based projects, a digital camera for photography and video, and books for this degree option. Visit our web site at: pencol.edu/program/multimedia-communications.

Program Length: 6 Quarters
Program Code: DMWGCAPT

Career Opportunities and Earnings

There is a high demand for talented people with digital media skills and an increasing number of employers are seeking workers with knowledge of multimedia communication tools. Graduates may find positions with a variety of multimedia oriented companies and organizations in the public and private sectors.

- Digital illustrator
- Graphic designer
- Multimedia developer
- Photographer
- Print production artist
- Web content developer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital video, illustrations, page layout documents, and web based multimedia content
- Plan, film, and 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 multimedia tasks
- Produce a website portfolio that showcases individual multimedia competencies

Special Features

- Encourages students to explore how multimedia technologies impact art, business, and education
- Up to date curriculum that adapts to the rapidly changing field of multimedia
- Significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good computer knowledge and skills to type and operate a computer. Online students should complete HUMDV 101 or have successfully completed an online course. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700 'Adobe Creative Cloud for Education' (Education edition available with use of Peninsula College student email address): first year approximately $30 per month/ $360 year. Second year, $40 per month / $480 per year.
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
HUMDV 101	Success in the Online Classroom	1
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 175	Principles of Digital Photography	4

Second Quarter (Winter)

Catalog #	Title	Credits
	Art Elective or MEDIA 226	5
MEDIA 201	Digital Image Editing I	5
MEDIA 203	Advanced Digital Photography	5

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
ENGL& 101	English Composition I	5
MEDIA 202	Advanced Image Editing	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
	Communication Study Elective	5
MEDIA 170	Introduction to Graphic Design	5
MEDIA 195	Infographic and Data Visualization	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
MEDIA 196	Intro to 3D Design	5
MEDIA 204	Digital Illustration	5
	Social Sciences	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
MEDIA 155	E-Book Design and Publishing	5
MEDIA 212	Digital Portfolio	5
MEDIA 224	Digital Storytelling	5
	Total Credits	90

Multimedia Communications Graphics, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Multimedia Communications Graphics, Associate in Applied Science-Transfer (AAS-T). This 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. Some courses in this degree concentration are not offered online. Students are required to have access to Adobe Design Premium software, supply their own digital still and video camera, Adobe Creative Cloud, personal website including domain and webhosting for Portfolio and subdomains for web-based projects, a digital camera for photography and video, and books for this degree option. Visit our web site at: pencol.edu/program/multimedia-communications.

Program Length: 6 Quarters
Program Code: DMWMCAAS

Career Opportunities and Earnings

There is a high demand for talented people with digital media skills and an increasing number of employers are seeking workers with knowledge of multimedia communication tools. Graduates may find positions with a variety of multimedia oriented companies and organizations in the public and private sectors.

- Digital illustrator
- Graphic designer
- Multimedia developer
- Photographer
- Print production artist
- Web content developer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital video, illustrations, page layout documents, and web based multimedia content
- Plan, film, and 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 multimedia tasks
- Produce a website portfolio that showcases individual multimedia competencies

Special Features

- Encourages students to explore how multimedia technologies impact art, business, and education
- Up to date curriculum that adapts to the rapidly changing field of multimedia
- Significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good computer knowledge and skills to type and operate a computer. Online students should complete HUMDV 101 or have successfully completed an online course. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' (Education edition available with use of Peninsula College student email address): first year approximately $30 per month/ $360 year. Second year, $40 per month / $480 per year.
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000
- *Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
HUMDV 101	Success in the Online Classroom	1
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 175	Principles of Digital Photography	4

Second Quarter (Winter)

Catalog #	Title	Credits
	ART& 100 or MEDIA 226	5
MEDIA 201	Digital Image Editing I	5
MEDIA 203	Advanced Digital Photography	5

Third Quarter (Spring)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
	MATH& 107 or above	5
MEDIA 202	Advanced Image Editing	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
	Communication Study Elective	5
MEDIA 170	Introduction to Graphic Design	5
MEDIA 195	Infographic and Data Visualization	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
MEDIA 196	Intro to 3D Design	5
MEDIA 204	Digital Illustration	5
	Social Sciences	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
MEDIA 155	E-Book Design and Publishing	5
MEDIA 212	Digital Portfolio	5
MEDIA 224	Digital Storytelling	5
	Total Credits	90

Multimedia Communications Photography Certificate

Program Description

The Peninsula College Photography certificate prepares students for employment in a variety of photographic and visual arts related jobs including portrait, landscape, event, travel, sports, advertising, documentary, and commercial photographer. The hands-on program emphasizes technical, artistic, and business training in photographic technology, lighting, image editing, visual communication, and business planning for photographers.

Program Length: 3 Quarters
Program Code: PHOPHC45

Program Goals

- The program prepares students for a variety of photography jobs
- The courses are based on recommendations from local employers and industry trends
- The Peninsula College Photography certificate is significantly more cost effective than most private and public schools

Program Outcomes

When this program is completed, the student will be able to:

- Market or advertise photography services to attract clients
- Analyze and plan the composition of photographs
- Use various photographic techniques and lighting equipment
- Capture subjects in professional-quality photographs
- Enhance the subject's appearance with natural or artificial light
- Use photo-enhancing software
- Maintain a digital portfolio to demonstrate their work
- Archive and manage imagery

Career Opportunities and Earnings

There is a growing demand for talented photographers. Graduates may find positions with a variety of companies and organizations in the public and private sectors. Potential positions include: portrait, landscape, event, travel, sports, advertising, documentary, and commercial photographer. Wages often begin around $25.87 per hour.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Prerequisites

Prerequisite requirements must be fulfilled prior to enroll in some courses. Prerequisite requirements are listed together with course titles and descriptions of required program courses in the catalog. All core classes for this certificate are available either online or as a hybrid class. This certificate is designed for future entrepreneurs and Energy Technology students in conjunction with their degree or certificate.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- Digital camera: $500-$1000
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Tuition and fees: $5,722.58 total based on total based on 2025-26 WA resident tuition rates (additional fees may apply)
    - First quarter (17 credits): $2,011.98
    - Second quarter (15 credits): $1,855.30
    - Third quarter (15 credits): $1,855.30

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Required Software and Equipment

- Access to Adobe Photoshop Creative Suite or Creative Cloud
- Digital camera
- Media card
- Batteries

Recommended Equipment

- Tripod
- Polarizing Filter
- Neutral Density Filter

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
HUMDV 120	Human Relations	3
MEDIA 175	Principles of Digital Photography	4
MEDIA 245	Nature and Macro Photography	5

Second Quarter (Winter)

Catalog #	Title	Credits
MEDIA 201	Digital Image Editing I	5
MEDIA 203	Advanced Digital Photography	5
MEDIA 250	Photographic Lighting	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 170	Business Communications	5
MEDIA 202	Advanced Image Editing	5
MEDIA 240	Business for Photography	5

Total Credits	47

Multimedia Communications Web and Interactive Design, Associate in Applied Science (AAS) Degree

Program Description

Complete your Multimedia Communications Web and Interactive Design, Associate in Applied Science (AAS). Multimedia communications and web design technologies are integral components of business, communication, and social media. Professional web designers develop websites, information portals, and interactive solutions for service, data organization, and training. This two-year program prepares students to create accessible web interface designs, database driven websites, and content management system deployment for various business, entrepreneurial, and industry services. Capstone courses offer a unique opportunity for students to interact with businesses and clients while creating a collective portfolio of student work. This degree can be completed online. Students are required to have access to Adobe Design Premium software, supply their own digital still and video camera, Adobe Creative Cloud, personal website including domain and webhosting for Portfolio and subdomains for web-based projects, a digital camera for photography and video, and books for this degree option. Visit our web site at: pencol.edu/program/multimedia-communications.

Program Length: 6 Quarters
Program Code: ELCWIAPT

Career Opportunities and Earnings

There is a high demand for talented people with digital media skills and an increasing number of employers are seeking workers with knowledge of multimedia communication tools. Graduates may find positions with a variety of multimedia oriented companies and organizations in the public and private sectors.

- Multimedia developer
- Web content developer
- Website designer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create websites, web animation, and web based multimedia content
- Deploy and test web content management systems
- Create database driven websites
- Work as a team to apply multimedia competencies and plan, develop, and publish a web site for a client

Special Features

- Opportunity to arrange a concentration of classes to meet career goals
- Up to date curriculum that adapts to the rapidly changing field of multimedia and web technologies
- Unique learning environment in its accommodations for the physically challenged
- Significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good computer knowledge and skills to type and operate a computer. Online students should complete HUMDV 101 or have successfully completed an online course. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' (Education edition available with use of Peninsula College student email address): first year approximately $30 per month/ $360 year. Second year, $40 per month / $480 per year.
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000
- *Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
	HUMDV 101 or Advisor Approved Elective	1
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 175	Principles of Digital Photography	4

Second Quarter (Winter)

Catalog #	Title	Credits
MEDIA 115	Introduction to Digital Video	5
MEDIA 196	Intro to 3D Design	5
MEDIA 201	Digital Image Editing I	5

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
MEDIA 202	Advanced Image Editing	5
MEDIA 224	Digital Storytelling	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
MEDIA 170	Introduction to Graphic Design	5
MEDIA 225	User Interface and User Experience Design	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	Communication Study Elective	5
MEDIA 204	Digital Illustration	5
MEDIA 275	Social Media Marketing	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
MEDIA 212	Digital Portfolio	5
	Multimedia Elective	5
	Social Sciences	5
	Total Credits	90

Multimedia Communications Web and Interactive Design, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

Complete your Multimedia Communications Web and Interactive Design, Associate in Applied Science-Transfer (AAS-T). Multimedia communications and web design technologies are integral components of business, communication, and social media. Professional web designers develop websites, information portals, and interactive solutions for service, data organization, and training. This two-year program prepares students to create accessible web interface designs, database driven websites, and content management system deployment for various business, entrepreneurial, and industry services. Capstone courses offer a unique opportunity for students to interact with businesses and clients while creating a collective portfolio of student work. This degree can be completed online. Students are required to have access to Adobe Design Premium software, supply their own digital still and video camera, Adobe Creative Cloud, personal website including domain and webhosting for Portfolio and subdomains for web-based projects, a digital camera for photography and video, and books for this degree option. Visit our web site at: pencol.edu/program/multimedia-communications.

Program Length: 6 Quarters
Program Code: ELCWIAAS

Career Opportunities and Earnings

There is a high demand for talented people with digital media skills and an increasing number of employers are seeking workers with knowledge of multimedia communication tools. Graduates may find positions with a variety of multimedia oriented companies and organizations in the public and private sectors.

- Multimedia developer
- Web content developer
- Website designer

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create websites, web animation, and web based multimedia content
- Deploy and test web content management systems

- Create database driven websites
- Work as a team to apply multimedia competencies and plan, develop, and publish a web site for a client

Special Features

- Opportunity to arrange a concentration of classes to meet career goals
- Up to date curriculum that adapts to the rapidly changing field of multimedia and web technologies
- Unique learning environment in its accommodations for the physically challenged
- Significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good computer knowledge and skills to type and operate a computer. Online students should complete HUMDV 101 or have successfully completed an online course. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' (Education edition available with use of Peninsula College student email address): first year approximately $30 per month/ $360 year. Second year, $40 per month / $480 per year.
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000
- *Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
	HUMDV 101 or Advisor Approved Elective	1
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 175	Principles of Digital Photography	4

Second Quarter (Winter)

Catalog #	Title	Credits
MEDIA 115	Introduction to Digital Video	5
MEDIA 196	Intro to 3D Design	5
MEDIA 201	Digital Image Editing I	5

Third Quarter (Spring)

Catalog #	Title	Credits
MATH& 107	Math in Society	5
MEDIA 202	Advanced Image Editing	5
MEDIA 224	Digital Storytelling	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
MEDIA 170	Introduction to Graphic Design	5
MEDIA 225	User Interface and User Experience Design	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	Communication Study Elective	5
MEDIA 204	Digital Illustration	5
MEDIA 275	Social Media Marketing	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
MEDIA 212	Digital Portfolio	5
	Multimedia Elective	5
	Social Sciences	5
	Total Credits	90

Multimedia Communications, Associate in Applied Science (AAS) Degree

Program Description

Complete your Multimedia Communications, Associate in Applied Science (AAS). In an age where creativity is the engine of economic growth the job market needs imaginative individuals with strong technical and visual communication skills. This program prepares students for entry level employment in a variety of multimedia careers including digital video, multimedia content development for the web, digital photography, digital illustration, and design for print and web publications. Foundation courses provide students with hands-on experience using a number of multimedia and graphic software applications. Core courses teach students visual literacy and a solid foundation of multimedia concepts and skills. Capstone courses offer a unique opportunity for students to interact with business while creating a collective portfolio of student work. Students are required to have access to Adobe Creative Suite Master Collection software (student edition), supply their own digital still and video camera, Adobe Creative Cloud, personal website including domain and webhosting for Portfolio and subdomains for web-based projects, a digital camera for photography and video, and books for this degree option. Students can choose to complete this degree entirely online or on campus. Visit our website at: pencol.edu/program/multimedia-communications.

Program Length: 6 Quarters
Program Code: DMWMCAPT

Career Opportunities and Earnings

There is a high demand for talented people with digital video and web graphic design skills; and an increasing number of employers are seeking workers with knowledge of multimedia communication tools. Graduates may find positions with a variety of multimedia oriented companies and organizations in the public and private sectors.

- Digital illustrator
- Digital photographer
- Digital videographer
- Multimedia content developer
- Print production artist

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student will be able to:

- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital video, illustrations, page layout documents, and web based multimedia content
- Plan, film, and 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 multimedia tasks
- Produce a website portfolio that showcases individual multimedia competencies

Special Features

- Encourages students to explore the role interactive and multimedia technologies play in society and how they contribute to art, business and education
- Up to date curriculum that adapts to the rapidly changing field of multimedia
- Significantly more cost effective than most private and public schools
- Degree can be earned online or face-to-face at the Port Angeles campus

Program Prerequisites

Students entering this program should have good computer knowledge and skills to type and operate a computer. Online students should complete HUMDV 101 or have successfully completed an online course. 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' (Education edition available with use of Peninsula College student email address): first year approximately $30 per month/ $360 year. Second year, $40 per month / $480 per year.
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
	HUMDV 101 or Advisor Approved Elective	1
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 175	Principles of Digital Photography	4

Second Quarter (Winter)

Catalog #	Title	Credits
MEDIA 115	Introduction to Digital Video	5
MEDIA 201	Digital Image Editing I	5
MEDIA 275	Social Media Marketing	5

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
MEDIA 145	Directing & Production	5
MEDIA 224	Digital Storytelling	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
	Art Elective	5
	Communication Study Elective	5
ENGL& 101	English Composition I	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
MEDIA 203	Advanced Digital Photography	5
MEDIA 204	Digital Illustration	5
	Social Sciences	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
MEDIA 202	Advanced Image Editing	5
MEDIA 212	Digital Portfolio	5
MEDIA 235	Multimedia Production for Performances	5
	Total Credits	90

Multimedia Digital Image Editing Short Term Certificate

Program Description

This certificate will provide students with a solid understanding of Adobe Photoshop. Students will learn how to optimize, compress, restore, enhance, colorize, and combine photographs. Courses will emphasize workflow, analysis of image quality, contrast, color, and histogram data. Students will also differentiate between various graphic file formats while designing digital artwork with layer masks and layer styles.

Program Code: DMWDIC01

Program Outcomes

- Develop skills to professionally enhanced and manipulated photographs for use in graphic design and multimedia projects using Photoshop
- Produce informational global issue multimedia presentation and online creative portfolio of digitally edited images that are both educational and artistically inspiring

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Degree Requirements

Catalog #	Title	Credits
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 201	Digital Image Editing I	5
MEDIA 202	Advanced Image Editing	5
	Total Credits	15

Multimedia Digital Layout and Design Short Term Certificate

Program Description

This certificate will provide students with page layout skills. Students will learn how to create newsletters, flyers, and other print materials with Adobe InDesign, Illustrator, and Photoshop. Emphasis will be placed on vector illustration and page design fundamentals.

Program Code: DMWDLC01

Program Outcomes

- Demonstrate and apply an understanding of graphic design principles with industry standard page layouts and illustration software through visual communication projects
- Plan, design, and produce publications for print and online delivery using various techniques and methods
- Create a portfolio of professional quality vector graphics, typography use, and multimedia projects

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

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Catalog #	Title	Credits
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 155	E-Book Design and Publishing	5
MEDIA 170	Introduction to Graphic Design	5
	Total Credits	15

Multimedia Digital Photography Short Term Certificate

Program Description

This certificate will provide students with basic digital photography skills. Students will learn the terminology, features, and concepts of digital photographic technology while formulating solutions for technical problems. Plan, compose, and photograph portraits. Adjust and control white balance, natural lighting, depth of field, and digital exposure methods. Students will manipulate photographic images with Adobe Photoshop.

Program Code: DMWDPC01

Program Outcomes

- Demonstrate digital camera and photography proficiently in lighting, exposure, color, composition, and visual communication and artistry
- Apply aesthetic expression and enhanced photographic editing techniques using Photoshop to produce an online portfolio

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Catalog #	Title	Credits
MEDIA 175	Principles of Digital Photography	4
MEDIA 201	Digital Image Editing I	5
MEDIA 203	Advanced Digital Photography	5
	Total Credits	14

Multimedia Digital Storytelling and 3D Design Short Term Certificate

Program Description

Peninsula College's Digital Storytelling & 3D Design Short Term Program prepares students for jobs related to the digital media, web content development and 3D design. Students will learn interactive multimedia, digital literacy and how to develop media for engagement, education, and entertainment for augmented reality, immersive environments, transformative design, and interactive interfaces. Emphasis will be placed on the esthetics, structured storylines, and success with graphics, video and 3D design software.

Program Code: DMWDSC01

Program Outcomes

- Research, identify goals, and analyze objectives of interactive digital storytelling to develop successful engagement in online promotion and virtual learning environments
- Create multimedia and 3D objects, curate, and produce collaborative, immersive digital storytelling projects
- Demonstrate cooperative project management and persuasive design creation with a professional online portfolio and social media marketing

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Catalog #	Title	Credits
MEDIA 195	Infographic and Data Visualization	5
MEDIA 196	Intro to 3D Design	5
MEDIA 224	Digital Storytelling	5
	Total Credits	15

Multimedia Digital Video Short Term Certificate

Program Description

This certificate will provide students with beginning and advanced digital video skills. Students will plan, film, edit, and stream short digital videos on the internet. Produce documentary shorts that capture a story to achieve informational or emotional ends. Explore documentary styles, filmmaking, directing, and production management.

Program Code: DMWDVC01

Program Outcomes

- Collaborate with community members and classmates to research, propose, plan, organize, film, edit, and evaluate various course digital video productions
- Demonstrate an understanding of the technology skills required to produce short digital video interviews, public service announcements, original stories, and documentaries
- Create an online video blog portfolio and develop transmedia campaigns to market video projects

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Catalog #	Title	Credits
MEDIA 115	Introduction to Digital Video	5
MEDIA 145	Directing & Production	5
MEDIA 175	Principles of Digital Photography	4
	Total Credits	14

Multimedia Journalism Foundations Short Term Certificate

Program Description

This certificate will provide students with an understanding of professional communications grounded in Mass Media. Students will learn how print, visual and broadcast communications are created, edited and published on a variety of media platforms. Courses will emphasize workflow, publication of media, analysis of news, entertainment, and persuasive storytelling. Students will differentiate between facts, opinion, and analysis.

Program Code: DMWJFC01

Program Outcomes

- Demonstrate responsible skills for collaboration in management, ethical writing, and editing with use of graphic design fundamentals and production to assemble publications for print and online delivery
- Research, plan, use photography principles, and creative techniques to execute and assemble a photo stories and newspaper layouts comprised of aesthetic compositions and journalistic integrity

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Catalog #	Title	Credits
CMST& 102	Intro to Mass Media	5
CMST 121	Photojournalism I	5
MEDIA 110	Introduction to Multimedia Graphic	5
MEDIA 175	Principles of Digital Photography	4
	Total Credits	19

Multimedia Web Design Short Term Certificate

Program Description

This certificate will provide students with advanced web design skills. Students will learn how to optimize websites for usability and search engine optimization compatibility. Emphasis will be placed on the creation of designs with Adobe software and deployment of web content managements systems.

Program Code: DMWWDC01

Program Outcomes

- Design web interfaces and multimedia optimize for online use including enhancing photographs, graphics, animation, video productions
- Develop engaging websites created with HTML5, CSS, content management systems, and Dreamweaver that are search engine efficient
- Demonstrate ability to use file transfer protocol, setup, configure, and manage remote hosting accounts, and an understanding of server-side and client-side web programming

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $100
- Computer which meets the system requirements of required software*: approximately $1,400-$1,700
- 'Adobe Creative Cloud for Education' or 'Adobe Creative Cloud' (Education edition available with use of Peninsula College student email address): approximately $20 per month
- E-Portfolio website hosting and domain registration: approximately $175 per year
- Digital camera: $500-$1000

*Please confirm the computer you have access to meets the system requirements for Adobe Premiere Pro: helpx.adobe.com/premiere-pro/system-requirements.html

Catalog #	Title	Credits
MEDIA 111	Introduction to Multimedia Web	5
MEDIA 225	User Interface and User Experience Design	5
MEDIA 275	Social Media Marketing	5
	Total Credits	15

Natural Resources Certificate

Program Description

The Peninsula College Natural Resources Certificate prepares students for jobs that support and sustain the natural environment. Classes focus on the integration of science, technology, and sustainable practices for natural resources management. Classes emphasize forest ecology and management, geographic information system (GIS) and forest mapping, silviculture, water quality, stream habitat monitoring, timber harvesting, forest road management, restoration ecology, fisheries, river restoration, fire science, and wildlife habitat management. The program includes outdoor learning in forests and waterways, lab sciences, classroom seminars, online course modules, and internships in workplace settings.

Program Length: 3 Quarters
Program Code: NRCNAC45

Career Opportunities and Earnings

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When the Natural Resources program is completed the student will be able to:

- Perform basic tasks to maintain and improve the quality of a forest and the natural environment
- Provide technical assistance regarding the conservation of soil, water, forests, or related natural resources
- Compile data pertaining to size, content, condition, and other characteristics of forest tracts

- Assist conservation scientists in managing, improving, and protecting rangelands and wildlife habitats
- Work in a team to develop solutions to managing natural resources

Program Prerequisites

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.

Approximate Additional Costs

- Tuition and fees: $5,565.90 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
FA 100	Industrial First Aid	1
NATR 110	Intro to Natural Resources	5
NATR 115	Natural Ecosystems	5
NATR 180	Natural Resources GIS and Maps	4

Second Quarter (Winter)

Catalog #	Title	Credits
AOS 104	Excel Basics	1
	ENGL& 101 or ENGL& 235	5
NATR 130	Water Quality Stream Habitat Monitoring	3
NATR 135	Invasive Plant ID Prevention and Control	2
NATR 250	Forest Management and Silviculture	4

Third Quarter (Spring)

Catalog #	Title	Credits
HUMDV 120	Human Relations	3
NATR 145	Restoration Ecology	3
NATR 150	Fisheries Management	3
NATR 230	Wildland Fire Science	6
	Total Credits	45

Natural Resources, Associate in Applied Science-Transfer (AAS-T) Degree

Program Description

The Peninsula College Natural Resources Associate in Applied Science-Transfer (AAS-T) Degree prepares students for jobs that support and sustain the natural environment. Classes focus on the integration of science,

technology, and sustainable practices for natural resources management. Classes emphasize forest ecology and management, geographic information system (GIS) and forest mapping, silviculture, water quality, stream habitat monitoring, timber harvesting, forest road management, restoration ecology, fisheries, river restoration, fire science, and wildlife habitat management. The program includes outdoor learning in forests and waterways, lab sciences, classroom seminars, online course modules, and internships in workplace settings.

Program Length: 6 Quarters
Program Code: NRCNRAAS

Career Opportunities and Earnings

Potential career opportunities include:

- Forest and conservation technicians
- Forestry aide
- Forestry technician
- Natural resources technician
- Park ranger
- Resource technician
- Restoration technician
- Soil conservation technician
- Timber appraiser
- Timber management technician

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When the Natural Resources program is completed the student will be able to:

- Perform basic tasks to maintain and improve the quality of a forest and the natural environment
- Provide technical assistance regarding the conservation of soil, water, forests, or related natural resources
- Compile data pertaining to size, content, condition, and other characteristics of forest tracts
- Assist conservation scientists in managing, improving, and protecting rangelands and wildlife habitats
- Work in a team to develop solutions to managing natural resources

Program Prerequisites
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.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS-T. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 104	Excel Basics	1
NATR 110	Intro to Natural Resources	5
NATR 115	Natural Ecosystems	5
NATR 180	Natural Resources GIS and Maps	4

Second Quarter (Winter)

Catalog #	Title	Credits
	Elective	1
NATR 130	Water Quality Stream Habitat Monitoring	3
NATR 135	Invasive Plant ID Prevention and Control	2
NATR 220	Wildlife Habitat Management	5
NATR 250	Forest Management and Silviculture	4

Third Quarter (Spring)

Catalog #	Title	Credits
HUMDV 120	Human Relations	3
NATR 145	Restoration Ecology	3
NATR 150	Fisheries Management	3
NATR 230	Wildland Fire Science	6

Fourth Quarter (Fall)

Catalog #	Title	Credits
BIOL& 100	Survey of Biology with Lab	5
NATR 215	River Restoration	4
MATH& 146	Introduction to Stats	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	ENGL& 101 or ENGL& 235	5
	NATR 260 or Natural Sciences or Social Sciences	5
	NATR 260 or Natural Sciences or Social Sciences	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
FA 100	Industrial First Aid	1
NATR 210	Timber Harvesting and Forest Road Management	4
NATR 260	Natural Resources Internship	1-5
	NATR 260 or Natural Sciences or Social Sciences	5
	NATR 260 or Natural Sciences or Social Sciences	5
	Total Credits	90

Nursing Assistant Certificate

Program Description

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. **To meet the hours of education required by the state, attendance for all classes and clinicals is mandatory. This program is approved by the Nursing Care Quality Assurance Commission.** Classes are held in the evenings for 6 weeks and there are also 40 required clinical hours which take place at clinical partner sites, generally over two weekends. There is a summer course that runs during the day for three consecutive weeks.

Students are required to provide their own transportation to clinical sites. Hours of class and clinical will be between the hours of 6am to 9pm depending on the rotation. Clinical sites are in both Port Angeles and Sequim.

Program Length: 6-8 Weeks
Program Code: NAANAC01

Potential Positions and Earning

The Peninsula College Nursing Assistant Certified (NAC) program is a state-approved training that consists of 54 hours of caregiving related academics and workplace skills, and 48 hours of practical experience under the supervision of a Registered Nurse.

The responsibilities of this position involve significant physical activities including standing, lifting (up to 60 pounds unassisted), bending, stooping, pushing, pulling, and twisting. All nursing home staff may be required to transfer residents, and will use lifting devices or work in teams for assisting resident/patient transfers.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

Upon successful completion of this course, student will be eligible to take the written and practical nursing assistant exam to become certified.

- Receive a certification of completion
- Receive a certification in Healthcare Provider CPR
- Eligibility to take the National Nursing Assistant Certification Exam (NACES). Students who receive their certification and successfully pass the NACES exam are eligible for licensure in the state of Washington as a NAC and employment in various health care facilities.

Entrance Requirements

There are no prerequisite courses for this program, although students must be able to read, write, understand, and speak the English language. Students must also be physically able to perform the duties of the Nursing Assistant. These duties include, but are not limited to: lifting, moving, and transporting patients.

Approximate Additional Costs

Current tuition and fees for Washington resident, non-resident, and international students can be found on Peninsula College's web site at pencol.edu or by contacting the registration office. Rates may increase annually, effective fall quarter.

- Books: $45
- Malpractice insurance: $15.62
- First Aid: $25
- Required immunizations: varies depending on vaccination status and insurance coverage, estimated $0-$1000
- Equipment (scrubs and watch): $60
- Washington State Patrol background check (submitted with application) watch.wsp.wa.gov/WATCH/Home/Index: $12 (per name)
- Certification Testing and Fees: doh.wa.gov/licenses-permits-and-certificates/professions-new-renew-or-update/nursing-assistant
- Testing: credentia.com/test-takers/wa

Required Vaccinations

- MMR (Measles, Mumps & Rubella): Proof of receiving 2 doses of MMR (Live) OR proof of immunity via lab titer to Measles, Mumps & Rubella.
- Varicella (Chicken Pox): Proof of receiving 2 doses of varicella OR proof of immunity via lab titer to Varicella.
- TB Testing: Negative TB test within the last 12 months by Quantiferon Gold or two-step skin test (full skin test twice, at least two weeks apart). If student has history of past positive TB test, student must have a negative chest X-ray within 12 months and a negative symptom screen completed.
- Flu Vaccination: Proof of influenza vaccination is required for students in fall and winter quarter.
- Covid-19 Vaccination: Proof of completed series at least two weeks prior to start of the quarter enrolled is required. Either of the two shot mRNA (Pfizer or Moderna) series are strongly encouraged and preferred, but the one shot (Johnson and Johnson) vaccine will be accepted. Booster is not required at this time.
- Tdap (Tetanus, Diphtheria & Pertussis) Vaccination: All students must have documentation of their adult booster dose.
- Hepatitis B: It is highly encouraged for students to have the 3 dose Hepatitis B series and documented immunity by titer.

First Quarter

Catalog #	Title	Credits
NAC 105	Nursing Assistant Certified	6
	Total Credits	6

Online Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) fully online.

Sample Schedule

This Sample Schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the Associate in Arts Direct Transfer Agreement (AA-DTA). The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal Educational Plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your Math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to

- If you start in our Transitional Studies program

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula. Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our Sample Schedule is designed to provide you with faculty recommended courses to complete your Associate in Arts Direct Transfer Agreement (AA-DTA) degree, but is not a major ready pathway.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Online courses vary by quarter and there may be additional classes not listed in the sample schedule below. For a complete list of online classes, follow this link to the Class Search page.

First Quarter (Fall)

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
	Social Sciences	5

Second Quarter (Winter)

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	Humanities	5
	Natural Sciences	5

Third Quarter (Spring)

Catalog #	Title	Credits
	Humanities	5
	MATH& 107 or MATH& 146	5
	Social Sciences	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
	Elective	5
	Humanities	5
	Natural Sciences	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
	Elective	5
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
	Elective	5
	Elective	5
	Elective	5
	Total Credits	90

Paralegal, Associate in Applied Science (AAS) Degree

Program Description

Paralegals assist lawyers by investigating facts, preparing legal documents, researching legal precedent, and conducting research to support a legal proceeding, to formulate a defense, or to initiate legal action. The Peninsula College Paralegal degree prepares students for employment as paralegals and legal assistants in all types of organizations, but most will work for law firms, corporate legal departments, and government agencies. Program offers practicum experiences and opportunity for service learning experiences with local employers.

Program Length: 6 Quarters
Program Code: LAPPAAPT

Career Opportunities and Earnings

There is a growing demand for paralegals. Graduates may find positions with a variety of companies and organizations in the public and private sectors. Wages often begin around $27.67 per hour.

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes/.

Program Outcomes

- Investigate and gather the facts of a case
- Conduct research on relevant laws, regulations, and legal articles
- Organize and maintain documents in paper or electronic filing systems
- Gather and arrange evidence and other legal documents for attorney review and case preparation
- Write or summarize reports to help lawyers prepare for trials
- Draft correspondence and legal documents, such as contracts and mortgages
- Get affidavits and other formal statements that may be used as evidence in court
- Help lawyers during trials by handling exhibits, taking notes, or reviewing trial transcripts
- File exhibits, briefs, appeals and other legal documents with the court or opposing counsel
- Call clients, witnesses, lawyers, and outside vendors to schedule interviews, meetings, and depositions

Program Goals

- The Peninsula College Paralegal degree prepares students for paralegal and legal assistant jobs
- Courses are based on recommendations from local employers and industry trends
- The Peninsula College Paralegal degree is significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should be familiar 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.

Approximate Additional Costs

- AOS textbooks and online learning tools are purchased by subscription. Subscriptions can be purchased for one semester, one year, or two years. If a two-year subscription is purchased, the average cost per AOS class is $27.
- Software: Office 365 (free for PC students)

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn an AAS. The typical student schedule is based on entering the program during the fall quarter. Students may enter this program in any quarter.

First Quarter (Fall)

Catalog #	Title	Credits
AOS 101	Digital Literacy	5
AOS 105	Introduction to Microsoft Word	5
LEGAL 100	Introduction to Paralegal Studies	5

Second Quarter (Winter)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
AOS 106	Introduction to Microsoft Excel	5
LEGAL 150	Law Office Technology	5

Third Quarter (Spring)

Catalog #	Title	Credits
AOS 107	Microsoft Access Databases	5
AOS 112	Microsoft PowerPoint Comprehensive	5
AOS 170	Business Communications	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
CJ& 110	Criminal Law	5
LEGAL 210	Legal Research, Analysis, and Writing	5
SOCSI 101	Contemporary Global Issues	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BUS& 201	Business Law	5
HUMDV 120	Human Relations	3
LEGAL 220	Real Estate law	5
LEGAL 225	Family Law	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
LEGAL 230	Wills, Trusts, and Estate Administration	5
LEGAL 235	Tort Law	5
LEGAL 240	Civil Litigation	5
	Total Credits	93

Pastry and Specialty Baking Certificate

Program Code: BPAPSC45

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
BUS 205	Principles of Management	5
CUL 100	Food Safety and Sanitation	3
CUL 160	Pastry Orientation	2
CUL 166	Bread I	5
CUL 167	Cookies I	5
CUL 168	Cakes I	5
CUL 169	Pies	5
CUL 175	French Pastry I	5
CUL 176	Dessert I	5
CUL 177	French Pastry II	5
CUL 178	Decorating I	5
ENGL& 101	English Composition I	5
	Total Credits	60

Phlebotomy Certificate

Program Description

The Peninsula College Phlebotomy certificate is designed to prepare students for entry-level work in various healthcare settings. Medical Assistant-Phlebotomists are credentialed under RCW 18.360 perform capillary, venous, and arterial invasive procedures for blood withdrawal and other functions under the supervision of a health care provider.

MA-P credential holders may also perform CLIA-waived tests, moderate and high complexity tests with training, and electrocardiograms.

Application to the program is required. Applicants who plan to begin the program Fall Quarter must submit their application packet by 5:00 pm on June 1st of the preceding Spring Quarter.

Program Length: 3 Quarters
Program Code: PHLPHC45

Career Opportunities and Earnings

Graduates can expect to work mainly in hospitals, medical and diagnostic laboratories, blood donor centers, and doctor's offices and other outpatient clinics. The profession is in high demand, with 17% growth projected from 2019-2029 by the Bureau of Labor Statistics. National certification may be required for employment in some states.

Potential positions include

- Phlebotomist
- Lab assistant
- Medical assistant-phlebotomist

Wages often begin around $19.89/hour or $41,380/year per the BLS. Phlebotomists with advanced skills and experience can earn up to $23.92/hour, or between $39,410 to $45,940/year in Washington State and the Pacific region.

For current employment and wage estimates, please visit and search for Phlebotomist: bls.gov/oes.

Program Outcomes

Upon completion of this program, the student 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

Goals

- The program prepares students for phlebotomy jobs and a national phlebotomy credentialing exam
- The program teaches basic skills required for capillary, venous, and arterial blood withdrawal procedures
- The courses are based on recommendations from local employers and industry trends
- The Phlebotomy certificate is significantly more cost effective than most private and public schools

Program Prerequisites

Students entering this program should have good familiarity with computer software and hardware in the Windows or MAC environment. Placement test(s) will help determine placement level in math and English if not known. Previous coursework may also indicate placement level. Students will complete the Program's application process in spring or summer quarters for subsequent fall quarter entry.

Approximate Additional Costs

- Books, uniforms, equipment, supplies and miscellaneous fees (per quarter): $150-$300
- Tuition and fees: $5,565.90 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (15 credits): $1,855.30
  - Second quarter (15 credits): $1,855.30
  - Third quarter (15 credits): $1,855.30

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
HUMDV 120	Human Relations	3
INFO 101	Research in Health and Social Sciences	2
MED 102	Medical Terminology for Medical Assistants	5
MED 125	Introduction to Phlebotomy	5

Second Quarter (Winter)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
FA 180	First Aid for Healthcare Providers	1
MED 126	Intermediate Phlebotomy with Lab	9

Third Quarter (Spring)

Catalog #	Title	Credits
AMATH 121	Applied Math for Professional & Tech Programs I	5
MED 127	Advanced Phlebotomy with Externship/Capstone	10
	Total Credits	45

Physical Therapy Assistant Cooperative Program

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/physical-therapist-assistant.

Pipe Welding Basics Short Term Certificate

Program Code: WETAWC01

Catalog #	Title	Credits
WELD 130	Beginning Welding and Metal Fabrication III	15
	Total Credits	15

Political Science Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in Political Science in preparation for transferring to a four-year university. Political Science is the study of government, politics, and policy. Students interested in domestic, international, or comparative systems of governance are well-suited for this pathway. It is the springboard for a variety of careers and interests.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Foreign service officer or diplomat
- Government official
- Lawyer
- Policy analyst
- Political scientist

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in political science, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
POLS& 101	Intro Political Science	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
	MATH& 141 or MATH& 146	5
SOCSI 101	Contemporary Global Issues	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CMST& 220	Public Speaking	5
	Natural Sciences	5
POLS& 202	United States Government	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Elective	5
	Humanities	5
	Natural Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Elective	5
	Natural Sciences	5
POLS& 203	International Relations	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Elective	5
	Humanities	5
	Social Sciences	5
	Total Credits	90

Psychology Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in Psychology, the science of human behavior, in preparation for transferring to a four-year university. Psychology offers opportunities for students interested in counseling and clinical work as career paths, but also offers career pathways focused on studying the relationship between brain and behavior, how people make decisions and solve problems, and how people process information in their environments.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Clinical psychologist
- Cognitive scientist
- Counseling psychologist
- Human factors specialist
- School psychologist

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in psychology, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
PSYC& 100	General Psychology	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
	BIOL& 100 or BIOL& 160	5
	ENGL& 102 or PSYC& 200	5
MATH& 146	Introduction to Stats	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	CHEM& 110 or CHEM& 121	5
	PSYC 210 or PSYC 250	5
SOC& 101	Introduction to Sociology	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
CMST& 220	Public Speaking	5
	Natural Sciences	5
PSYC& 220	Psychological Disorders	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Elective	5
	ENGL& 102 or PSYC& 200	5
PHIL& 101	Introduction to Philosophy	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Humanities	5
	PSYC 210 or PSYC 250	5
	Social Sciences	5
	Total Credits	90

Sample Schedule for In Person Associate in Business Direct Transfer Agreement/Major Related Program (DTA/MRP)

This information is for advising use only and not for public distribution.

First Quarter (Fall)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
	Humanities (In Person)	5
MATH 111	Finite Mathematics	5

Second Quarter (Winter)

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
ENGL& 102	Composition II	5
MATH& 148	Business Calculus	5

Third Quarter (Spring)

Catalog #	Title	Credits
	BIOL 150, BOT 101 or GEOL& 101	5
	CMST& 210 or PHIL 130	5
PSYC& 100	General Psychology	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
ACCT& 201	Principles of Accounting I	5
BUS& 201	Business Law	5
ECON& 202	Macroeconomics	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
ACCT& 202	Principles of Accounting II	5
	BIOL& 100 or ZOOL 101	5
ECON& 201	Microeconomics	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
ACCT& 203	Principles of Accounting III	5
MATH& 146	Introduction to Stats	5
	CMST& 210 or PHIL 130	5
	Total Credits	90

Small Business Short Term Certificate

Program Code: ATBSBC20

Catalog #	Title	Credits
BUS& 101	Introduction to Business	5
BUS& 201	Business Law	5
BUS 205	Principles of Management	5
BUS 282	Principles of Marketing	5
	Total Credits	20

SMAW Welding Short Term Certificate

Program Code: WETBWC01

Catalog #	Title	Credits
WELD 110	Beginning Welding and Metal Fabrication I	15
	Total Credits	15

Sociology Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in sociology in preparation for transferring to a four-year university. Sociology is the study of society, human social relationships, and institutions. Sociologists consider diverse subject matters ranging from crime to religion and from family to the state. They study how race, class, gender, and other factors shape outcomes. Sociology offers opportunities for students interested in a variety of career paths, especially those that seek to understand how social forces shape human behavior.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Data or policy analyst
- Law enforcement
- Market researcher
- Non-profit leadership
- Social worker/case manager

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, test scores, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in sociology, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
COLL 101	College Success	5
ENGL& 101	English Composition I	5
SOC& 101	Introduction to Sociology	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
ENGL& 102	Composition II	5
MATH& 146	Introduction to Stats	5
SOCSI 101	Contemporary Global Issues	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
CMST 201	Social Media & Society	5
GEOG 120	Introduction to Physical Geography	5
SOC 115	Understanding Diversity	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Humanities	5
	Natural Sciences	5
PSYC& 100	General Psychology	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	CMST& 210 or CMST& 220	5
	Elective	5
ENVS& 100	Survey of Environmental Science	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Elective	5
	Elective	5
	PSYC& 200 or PSYC 250	5
	Total Credits	90

Specialty Baking Fundamentals Short Term Certificate

Program Code: BPASBC20

Catalog #	Title	Credits
CUL 169	Pies	5
CUL 175	French Pastry I	5
CUL 176	Dessert I	5
CUL 178	Decorating I	5
	Total Credits	20

Studio Arts Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

Overview

Complete your Associate in Arts Degree, Direct Transfer Agreement (AA-DTA) with an emphasis in studio art in preparation for transferring to a four-year university.

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AA-DTA. The courses are designed with the appropriate number of credits to meet degree requirements and are organized in a recommended sequence. Please consult an advisor to schedule courses and develop a personalized educational plan.

Your personal educational plan will vary based on many factors including:

- The quarter you begin
- How many classes/credits you plan to take in each quarter
- Your math and English placement
- If you have credits you have already taken and plan to transfer them
- The college you are interested in transferring to
- If you start in our Transitional Studies program

Sample Career Options

- Ceramic artist
- Illustrator
- Museum curator
- Painter
- Sculptor

Transfer and Degree Requirements

Students working toward their transfer degree typically take a variety of courses designed to fulfill the general requirements of most four-year colleges and universities. **Students intending to transfer to a four-year college for further study are encouraged to work closely with their advisor and transfer institution to explore the requirements of the college they wish to attend after Peninsula.** Most institutions have separate admission criteria, which may be based on grades, prerequisite coursework, portfolio, and other considerations. Our sample schedule is designed to provide you with faculty recommended courses to complete your AA-DTA degree with an emphasis in studio arts, but is not a major ready pathway for every institution.

Transfer Institution Information

Students must select credits from three distribution lists: Natural Sciences, Social Sciences, and Humanities. A specific course may be credited toward no more than one distribution requirement. A minimum of fifteen credits in two separate subject areas must be selected from each list. For Natural Sciences, at least five credits must be a lab. For Humanities, no more than five credits can be a Humanities-Performance course and no more than five credits may be applied in world languages at the 100 level.

Program Outcomes

Program outcomes are listed on the Area of Study webpage.

First Quarter

Meet with your advisor to talk about your long-term schedule and create an educational plan to complete your degree.

Catalog #	Title	Credits
	Art Elective	5
COLL 101	College Success	5
ENGL& 101	English Composition I	5

Second Quarter

You're doing it! Check in with your advisor to stay on track.

Catalog #	Title	Credits
	Art Elective	5
ENGL& 102	Composition II	5
MATH& 107	Math in Society	5

Third Quarter

Now is the time to explore transfer options. Make a transfer appointment with your advisor or the Career and Transfer Center.

Catalog #	Title	Credits
	Art Elective	5
	Natural Sciences	5
	Social Sciences	5

Fourth Quarter

Transfer applications are open. We are here to help with the transfer process.

Catalog #	Title	Credits
	Art Elective	5
	Humanities	5
	Social Sciences	5

Fifth Quarter

You're knocking on the door! Check your Degree Progress Report to avoid any surprises and then apply for graduation.

Catalog #	Title	Credits
	Art Elective	5
	Natural Sciences	5
	Social Sciences	5

Sixth Quarter

You're almost done! Time to order that cap and gown. Good luck on your final quarter!

Catalog #	Title	Credits
	Art Elective	5
	Humanities	5
	Natural Sciences	5
	Total Credits	90

Tribal Management I Short Term Certificate

Program Code: BAMTMC01

Program Outcomes:

- Identify funding opportunities and draft grant proposal elements.
- Describe Cultural Sovereignty of Tribal History and discover traditional values still present.
- Identify, describe, and explain the history and controversies surrounding federal policy towards Native Americans, the constitution, socio-economic development, civil rights and protection of cultural traditions.

Catalog #	Title	Credits
TM-BAS 300	Introduction to Grant Writing	5
TM-BAS 320	Introduction to Sovereignty	5
TM-BAS 430	Tribal Government and Politics	5
	Total Credits	15

Tribal Management Specialization, Bachelor of Applied Science in Management

Program Description

The Tribal Management Specialization for the Bachelor of Applied Science (BAS) in Management degree builds on an existing two year 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 online. Students can enter the program in the fall, winter, or spring.

This degree is designed to provide program graduates with the knowledge and skills needed to support Tribal governance and business management. The Bachelor's curriculum includes a mix of required core management and general studies courses.

Program Code: BAMAMBAS

Career Opportunities and Earnings

Potential careers include:

- Cultural resource specialist
- FEMA (Federal Emergency Management Agency) cultural specialist
- Natural resources manager
- Tribal and Indigenous engagement program manager
- Tribal cultural specialist
- Tribal manager

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes

Program Outcomes

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline
- Demonstrate 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

Special Features

- Students in the BAS program have the advantage of a low faculty to student ratio.
- The BAS program does not currently have a waiting list.
- The BAS program curriculum is designed to prepare students for completing a master's degree.

Program Prerequisites

Students entering this program should have basic knowledge of a computer and touch-typing skills. It is recommended that online students complete HUMDV 101. Writing classes are embedded in the program. 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. Students may need to complete prerequisite coursework prior to full admittance to the program.

- Completion of a two-year degree or 90 transferrable credits with a minimum cumulative GPA of a 2.0 or higher
- 5 credits of BUS& 101 or ECON 101 with a GPA of 2.0 or higher
- 5 credit CMST Humanities course with a GPA of 2.0 or higher
- 5 credits of ENGL& 101 with a GPA of 2.0 or higher
- 5 credits Social Sciences
- 5 credits Natural Sciences with Lab
- 15 credits additional coursework across Humanities, Natural Sciences or Social Sciences
- Eligibility to enroll in MATH& 146

Approximate Additional Costs

- Request official transcripts from outside colleges (estimated): $20
- Books, supplies and miscellaneous fees: $2400
- Laptop computer: $1000
- Personal health insurance (recommended): $39- $190 per quarter
- Travel/Transportation: varies

Current tuition and fee information is published on the College website at pencol.edu or by calling the Student Services Office at (360) 417-6340.

Financial aid is available to all students who qualify. To learn more about these opportunities, visit pencol.edu/financial.

Application Process

Applications for admission are accepted year-round. Once accepted into the program, students may begin taking courses fall, winter, or spring quarters. To learn more about the application process, visit https://pencol.edu/bachelors-degrees.

Note: This schedule is based on full-time enrollment for two academic years. Students who enter the program mid-year will adjust their schedules accordingly.

First Quarter (Fall)

Catalog #	Title	Credits
BAS 301	Managerial Accounting	5
BAS 315	Management, Leadership, and Organizations	5
ENGL 325	Professional and Organization Communications	5

Second Quarter (Winter)

Catalog #	Title	Credits
BAS 325	Legal Environments in Management	5
BAS 358	Marketing for Managers	5
MATH& 146	Introduction to Stats	5

Third Quarter (Spring)

Catalog #	Title	Credits
BAS 340	Applied Financial Management	5
BAS 380	Project Management	5
	Humanities, Natural Sciences, Social Sciences or Upper-Division Elective	5

Fourth Quarter (Fall)

Catalog #	Title	Credits
BAS 390	Human Resources Management	5
BAS 435	Operations Management	5
TM-BAS 320	Introduction to Sovereignty	5

Fifth Quarter (Winter)

Catalog #	Title	Credits
BAS 330	Management Information Systems	5
BAS 485	Ethics for Managers	5
TM-BAS 300	Introduction to Grant Writing	5

Sixth Quarter (Spring)

Catalog #	Title	Credits
BAS 465	BAS Internship	1-5
BAS 490	Strategic Management & Policy	5
TM-BAS 430	Tribal Government and Politics	5
	Total Credits	90

Veterinary Medicine Emphasis, Associate in Arts Direct Transfer Agreement (AA-DTA)

This information is for advising use only and not for public distribution.

This sample schedule is a pathway map designed for students interested in attending the College of Veterinary Medicine at Washington State University (WSU) in Pullman, WA. In addition to the courses below, students will need to complete Genetics and Biochemistry at another school in order to apply to the Veterinary Medicine program at WSU. Peninsula College does not have an articulation agreement with WSU. This map is an unofficial, advisor recommended pathway.

First Quarter

Catalog #	Title	Credits
BIOL& 221	Ecology and Evolution with Lab	5
COLL 101	College Success	5
ENGL& 101	English Composition I	5

Second Quarter

Catalog #	Title	Credits
BIOL& 222	Molecular & Cellular Biology with Lab	5
ENGL& 102	Composition II	5
MATH& 141	Precalculus I	5

Third Quarter

Catalog #	Title	Credits
BIOL& 223	Organismal Biology with Lab	5
	Humanities	5
	Social Sciences	5

Fourth Quarter

Catalog #	Title	Credits
CHEM& 161	General Chemistry with Lab I	5
	Humanities	5
PHYS& 114	General Physics I with Lab	5

Fifth Quarter

Catalog #	Title	Credits
CHEM& 162	General Chemistry with Lab II	5
PHYS& 115	General Physics II with Lab	5
	Social Sciences	5

Sixth Quarter

Catalog #	Title	Credits
CHEM& 163	General Chemistry with Lab III	5
	Humanities	5
	Social Sciences	5
	Total Credits	90

Welding Technology Certificate

Program Description

This one year competency based program leads to a Certificate 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 welding students are trained to the American Welding Society (AWS) and Washington Association of Building Officials (WABO) structural codes.

Program Length: 3 Quarters
Program Code: WETWTC45

Career Opportunities and Earnings

Throughout Washington state there is an extremely high demand for welding technicians, with annual job openings for welders and fabricators and fitters. The advisory committee for this program emphasizes that someone with good welding skills is well prepared to compete for a living-wage welding job. The demand for welding technicians should remain strong over the next decade.

- Engineering technicians
- Fabricators
- Fitters
- Inspectors
- Plant maintenance personnel
- Sales and service representatives
- Supervisors
- Welders

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

- In-house certification prepares students to take AWS certification examinations
- In addition to the AAS and one-year certificate, this program offers short-term certificates in welding skills
- The instructors of the Welding Technology program are certified welding educators
- Peninsula College is an approved AWS test facility. Persons interested in taking AWS examination(s) should contact the program coordinator for information
- Additional separate welding courses for persons not seeking the Welding Technology degree are available through this program, as is a preparatory course for the welding certification examination

Program Prerequisites

College-level skills in English and math (eligibility for courses numbered 100 or higher) are recommended before registering for the English and applied math courses required 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Tools/Equipment: $1,000
- AWS Certification Exam (optional) (per quarter): $225 *(Students may take up to three certification exams per quarter.)*
- Tuition and fees: $6,797.52 total based on 2025-26 WA resident tuition rates (additional fees may apply)
  - First quarter (18 credits): $2,090.32
  - Second quarter (20 credits): $2,353.60
  - Third quarter (20 credits): $2,353.60

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn a certificate. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
HUMDV 120	Human Relations	3
WELD 110	Beginning Welding and Metal Fabrication I	15

Second Quarter (Winter)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
WELD 120	Beginning Welding and Metal Fabrication II	15

Third Quarter (Spring)

Catalog #	Title	Credits
	Elective	5
WELD 130	Beginning Welding and Metal Fabrication III	15
	Total Credits	58

Welding Technology, Associate in Applied Science (AAS) Degree

Program Description

This two year competency based program leads to an Associate in 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 welding students are trained to the American Welding Society (AWS) and Washington Association of Building Officials (WABO) structural codes.

Program Length: 7 Quarters
Program Code: WETWTAPT

Career Opportunities and Earnings

Throughout Washington state there is an extremely high demand for welding technicians, with annual job openings for welders and fabricators and fitters. The advisory committee for this program emphasizes that someone with good welding skills is well prepared to compete for a living-wage welding job. The demand for welding technicians should remain strong over the next decade.

- Engineering technicians
- Fabricators
- Fitters
- Inspectors
- Plant maintenance personnel
- Sales and service representatives
- Supervisors
- Welders

For current employment and wage estimates, please visit and search for the relevant occupational term: bls.gov/oes.

Program Outcomes

When this program is completed, the student 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

Special Features

- In-house certification prepares students to take AWS certification examinations
- In addition to the AAS and one-year certificate, this program offers short-term certificates in welding skills
- The instructors of the Welding Technology program are certified welding educators
- Peninsula College is an approved AWS test facility. Persons interested in taking AWS examination(s) should contact the program coordinator for information.
- Additional separate welding courses for persons not seeking the Welding Technology degree are available through this program, as is a preparatory course for the welding certification examination

Program Prerequisites

College-level skills in English and math (eligibility for courses numbered 100 or higher) are recommended before registering for the English and applied math courses required 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.

Approximate Additional Costs

- Books, supplies and miscellaneous fees (per quarter): $250
- Tools/Equipment: $1,000
- AWS Certification Exam (optional) (per quarter): $225 *(Students may take up to three certification exams per quarter.)*

Sample Schedule

This sample schedule is provided as a guide for a full-time student starting in fall quarter whose goal is to earn the AAS. The typical student schedule is based on entering the program during the fall quarter, however some programs allow students to enter in the winter or spring as well. Since not all do, please confirm with an advisor whether this program must be started during a specific quarter or not.

First Quarter (Fall)

Catalog #	Title	Credits
	FA 100 or FA 105	1
HUMDV 120	Human Relations	3
WELD 110	Beginning Welding and Metal Fabrication I	15

Second Quarter (Winter)

Catalog #	Title	Credits
ENGL& 101	English Composition I	5
WELD 120	Beginning Welding and Metal Fabrication II	15

Third Quarter (Spring)

Catalog #	Title	Credits
	AMATH 121, AOS 106 or MATH& 107 or above	5
WELD 130	Beginning Welding and Metal Fabrication III	15

Fourth Quarter (Summer)

Catalog #	Title	Credits
WELD 145	Aluminum Welding	8

Fifth Quarter (Fall)

Catalog #	Title	Credits
WELD 210	Advanced Welding and Metal Fabrication I	15

Sixth Quarter (Winter)

Catalog #	Title	Credits
WELD 220	Advanced Welding and Metal Fabrication II	15

Seventh Quarter (Spring)

Catalog #	Title	Credits
WELD 230	Advanced Welding and Metal Fabrication III	15
	Total Credits	112

College Catalog

PENINSULA COLLEGE

2025–2026

CATALOG ADDENDUM

2025-2026 Catalog Addendum

Page	Revision Description	Revision Date	Effective Quarter/Year
Early Childhood Education, Associate in Applied Science (AAS) Degree	Pathway map revised	06/18/2025	Summer 2025
HSSA 190	Course archived; equivalent to MED 105	06/18/2025	Summer 2025
Addiction Studies Addictive Drugs Studies Short Term Certificate	Pathway map revised	06/18/2025	Summer 2025
Addiction Studies, Associate in Applied Science-Transfer (AAS-T) Degree	Pathway map revised	06/18/2025	Summer 2025
Addiction Studies, Associate in Applied Science (AAS) Degree	Pathway map revised	06/18/2025	Summer 2025
ECED 147	Course description, learning outcomes and contact hours updated	11/19/2025	Spring 2026
ECED 260	Course description, learning outcomes and contact hours updated	11/19/2025	Spring 2026
NATR 225	New course added to catalog	11/19/2025	Spring 2026
ACCT& 202	Course prerequisites updated	11/19/2025	Spring 2026
ACCT& 203	Course prerequisites updated	11/19/2025	Spring 2026
ENVS& 101	Course prerequisites updated	12/08/2025	Winter 2026