Centralia College has adopted the following Learning Themes:

1. Reasoning. The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.

2. Written, Oral, and Visual Communication. The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.

3. Exploration—Self and Others. An awareness of the values, beliefs, customs, and contributions of persons from one’s own and other traditions, classes, and genders.

4. Resourcefulness. The ability to adapt to change, such as technological innovations or environmental conditions.

5. Responsibility. The ability to be accountable to self, society, and the natural world.
Mission Statement

Improving people’s lives through lifelong learning

CENTRALIA COLLEGE GOALS

Access
Centralia College shall provide quality education at an affordable price to the widest range of students.

Diversity
Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally underserved by higher education.

Educational Programs
Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become life-long learners and productive and responsible citizens more capable of realizing their highest human potential.

Personal and Community Enrichment
Centralia College shall provide diverse multicultural, musical, theatrical, artistic, athletic, instructional, and social experiences for life-long learning and community enrichment.

Stewardship
Centralia College shall serve as a model of effective stewardship to the citizens of Washington.

College Goals adopted by the Centralia College Board of Trustees help to set a course for the college. The Goals are intended as broad goals toward which the college strives and against which the Board measures the College’s progress. As such, the statements in the College Goals are not intended to create a legal duty or promise to any individual, nor are they intended to confer any legal rights on any individual.
President’s Message

Dear Students,

Centralia College is a very special institution. Firm in strong traditions of quality education, superior faculty continue to maintain a margin-of-excellence in academic and professional-technical programs. Whether you are planning to transfer to a four-year college or university or are preparing to enter the workplace upon completion of your course of study at Centralia College, you will receive a solid educational foundation for your future.

The college has a unique relationship with the community. As a major supplier of trained employees to business and industry in the area, Centralia College works as a partner in economic development. This college is a vital resource that undergirds economic expansion.

Our faculty and staff are dedicated to assisting you in developing your full potential. Academic advisors and personal counselors, career and financial aid advisors, tutors, admissions and placement personnel, all stand ready to help you meet your academic goals. Student programs, clubs, athletics, and special events can add a special dimension to your college experience.

I extend best wishes to you for successful achievement of your educational and professional goals.

Sincerely,

Jim Walton
President

Centralia College Policies and Accreditation

It is the policy of Centralia College to assure equal employment opportunity and nondiscrimination on the basis of race or ethnicity, gender, creed, color, national origin, sex, marital status, sexual orientation, age, religion, the presence of any sensory, mental or physical disability, and veteran status. The college will make every effort to eliminate barriers to equal opportunity. The college adheres to all federal regulations regarding Title VII, Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Federal Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1974, the Americans With Disabilities Act and any other applicable federal and state laws. Centralia College subscribes to the principles of Affirmative Action and Equal Opportunity Employment under the authority granted by state and federal laws.

For specific information on the College’s policy on discrimination/sexual harassment and grievance procedures; drug and alcohol policies; weapons policy; classroom discipline policy; e-mail and Internet policies; and other college policies please contact the Human Resource Office, Hanson Administration Building, 600 Centralia College Blvd., Centralia, WA 98531.

Centralia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), the Washington State Board for Community and Technical College Education, the State Approving Agency for the Training of Veterans, and the United States Department of Education. The nursing programs are approved by the Washington State Nursing Care Quality Assurance Commission through the Department of Health.

This catalog provides an accurate picture of Centralia College at the time of publication. However, it is possible that there are changes in course numbers, programs, degree requirements, and courses offered. Please check with your advisor or the current quarterly class schedule for updated information.

This catalog is not an irrevocable contract between the student and the college. The college reserves the right to withdraw courses at any time and to change the fees, rules, and calendar regulating admission, registration, instruction, and graduation from the college, and any other regulation affecting the student body.

This catalog is effective beginning summer quarter 2009. It is produced by Centralia College.

This publication is available in alternative formats for individuals with disabilities. For information, contact the Office of Disability Services, Room 003, in the Student Center, or call (360) 736-9391, extension 320, or TTY (360) 807-6227.
Centralia College is committed to equal opportunity, respect, and success of all students, faculty, staff, and administrators of the college, regardless of race or ethnicity, religion or creed, national origin, gender or sexual orientation, age, or presence of disability and veteran status. To this end, we seek to maintain: (1) a qualified faculty and staff representative of the diverse community we serve, (2) an array of course offerings and support services designed to assure quality education of all students, and (3) a campus atmosphere respectful and appreciative of the contributions of diverse people. Further, we commit to monitoring our success in accomplishing equal opportunity, respect, and success of all students, faculty, staff, and administrators.
### Centralia College Instruction Calendar 2009-2010

#### FALL QUARTER 2009
- Labor Day Holiday: September 7 (M)
- Faculty Days: September 8-18
- Assessment Day: September 14 (M)
- First Day of Class: September 21 (M)
- All Campus Meeting (No Classes): October 9 (F)
- Veterans Day Observed: November 11
- Advising Day (No Classes): November 16 (M)
- Thanksgiving Holiday: November 26, 27 (ThF)
- Last Class Day: December 4 (F)
- Final Examinations: December 7, 8, 9 (MTW)
- Faculty Days: December 10, 11, 14 (ThFM)
- Winter Holiday: December 25 (F)
- Quarter Break: December 10–January 3

#### WINTER QUARTER 2010
- New Year’s Day Holiday (No Classes): January 1 (F)
- First Day of Class: January 4 (M)
- Martin Luther King Holiday (No Classes): January 18 (M)
- Advising Day (All classes in session): February 12 (F)
- President’s Day Holiday (No Classes): February 15 (M)
- Last Class Day: March 15 (M)
- Assessment Day (No Classes): March 16 (T)
- Final Examinations: March 17, 18, 19 (WThF)
- Quarter Break: March 20-28

#### SPRING QUARTER 2010
- First Day of Class: March 29 (M)
- Advising Day (No Classes): May 14 (F)
- Memorial Day Holiday (No Classes): May 31 (M)
- Last Class Day: June 7 (M)
- Assessment Day (No Classes): June 8 (T)
- Final Examinations: June 9, 10, 11 (WThF)
- Commencement: June 11 (F)
- Quarter Break: June 12-20
- Faculty Days: June 14, 15 (MT)

#### SUMMER QUARTER 2010
- First Day of Class: June 21 (M)
- Fourth of July Holiday Observed: July 5 (M)
- Last Class Day (6 week session): July 30 (F)
- Last Class Day (8 week session): August 13 (F)

### Centralia College Instruction Calendar 2010-2011

#### FALL QUARTER 2010
- Labor Day Holiday: September 6 (M)
- Faculty Days: September 7-17
- Assessment Day: September 13 (M)
- First Day of Class: September 20 (M)
- All Campus Meeting (No Classes): October 8 (F)
- Veterans Day Holiday (No Classes): November 11 (Th)
- Advising Day (No Classes): November 15 (M)
- Thanksgiving Holiday: November 25, 26 (ThF)
- Last Class Day: December 3 (F)
- Final Examinations: December 6, 7, 8 (MTW)
- Faculty Days (No Classes): December 9, 10, 13 (ThFM)
- Winter Holiday: December 24 (F)
- Quarter Break: December 9–January 2

#### WINTER QUARTER 2011
- New Year’s Day Holiday Observed: December 31 (F)
- First Day of Class: January 3 (M)
- Martin Luther King Holiday (No Classes): January 17 (M)
- Advising Day (All classes in session): February 11 (F)
- President’s Day Holiday (No Classes): February 21 (F)
- Last Class Day: March 14 (M)
- Assessment Day: March 15 (T)
- Final Examinations: March 16, 17, 18 (WThF)
- Quarter Break: March 19-27
- Faculty Day: March 21 (M)

#### SPRING QUARTER 2011
- First Day of Class: March 28 (M)
- Advising Day (No Classes): May 13 (F)
- Memorial Day Holiday (No Classes): May 30 (M)
- Last Class Day: June 6 (M)
- Assessment Day: June 7 (T)
- Final Examinations: June 8, 9, 10 (WThF)
- Commencement: June 10 (F)
- Quarter Break: June 11-19
- Faculty Days: June 13, 14 (MT)

#### SUMMER QUARTER 2011
- First Day of Class: June 20 (M)
- Fourth of July Holiday: July 4 (M)
- Last Class Day (6 week session): July 29 (F)
- Last Class Day (8 week session): August 12 (F)
Centralia College is a great place to start. The classes are challenging and the teachers are amazing. This college has programs that can meet a lot of needs.

– Hillary Peters
Admission/Enrollment

Enrollment Services
Phone: 360-736-9391, extension 221 (main campus)
360-753-3433, extension 221 (from Olympia)
360-496-5022 (Centralia College East in Morton)
FAX: 360-330-7503
E-mail: admissions@centralia.edu
College Web site: www.centralia.edu

We invite you to apply to Centralia College. Our college admission process is easy. You need to be 18-years of age or older or have a high school diploma or GED certificate. There are exceptions to these standards which are described later.

Some programs have special admission requirements. These programs are Nursing, Running Start, High School Completion, and GED. Admission to the college does not admit you to these programs. Contact the Enrollment Services Office for details.

Admission to the college does not guarantee entry into all classes or programs. We have a priority registration system that makes it easier to get the classes you want. The more credits you earn, the earlier you can register, giving you better choices for classes and times. This is important if you plan to earn a degree or certificate. It is also helpful if you plan to register for our most popular classes. If you are a priority student, we will assign you a faculty advisor.

To become a priority student, there are certain steps you must follow. See Admission as a Priority Student.

NOTE 1: If you are a person with a disability and would like accommodations with any of the programs and services of the college, including admission, contact our Disability Services Office at ext. 320. Do this as early as possible before you plan to attend or need assistance.

Admission as a Priority Student

Centralia College welcomes your application for admission. If you want to register early, you must apply for admission. You may enter the college at the beginning of any quarter for most programs. Students with priority status register early for each quarter.

I. New Student

If you have never attended Centralia College, follow these steps:

A. Submit an Application for Admission form to the Enrollment Services Office. Forms are available from your high school, the Centralia College Enrollment Services Office, or online at the college Web site.

B. Take the ASSET or COMPASS placement test given at Centralia College or submit your placement test scores if you took them someplace else. ASSET, COMPASS, or other placement scores must be no older than three years.

II. Returning Student

If you have attended Centralia College in the past, please follow these steps:

A. Submit an Application for Admission form to the Enrollment Services Office. Forms are available from the Enrollment Services Office or online at the college Web site.

B. If you have attended another college or university since you last took classes at Centralia College, please forward an official transcript(s) to the Enrollment Services Office.

III. Transfer Student

If you have attended another college or university, please follow these steps:

A. Submit a completed Application for Admission form to the Enrollment Services Office. Forms are available from the Centralia College Enrollment Services Office or you may also apply online at the college Web site.

B. Submit official transcript(s) from all the colleges you attended.
C. Take the ASSET or COMPASS placement test given at Centralia College or submit your placement test scores, if you took them someplace else. ASSET, COMPASS, or other placement scores must be no older than three years. If you completed 35 or more college-level credits, Centralia College does not require placement scores, except for certain courses.

Evaluation of transfer credits
The Enrollment Services Office determines which credits transfer and how they apply to your degree or program. Transfer of credits and the application of transfer credits to a degree or program are two separate but related processes. Not all transfer credits apply to every degree or certificate. Semester credits convert to quarter credits by multiplying the semester credits by 1.5.

ADVISING TIP: Do not ask if a credit transfers. This is not important. Ask instead, “Do these credits apply to my degree or certificate?”

NOTE: Usually, only credits earned at regionally accredited colleges or universities are eligible to transfer to Centralia College.

Application for credit evaluation
There is a two-step process to find out which of your transfer credits apply to your Centralia College degree or certificate. It is a good idea to request a credit evaluation as early as possible. Registration appointments are calculated on a credit-earned basis. The more credits you have—the earlier you may register. Your appointment is based on cumulative credits earned at Centralia College and the transfer institution(s). Allow a minimum of two weeks for processing after your transcript arrives.

To find out how your credits apply:

1. Have an official copy of your transcripts mailed directly to our Enrollment Services Office.
2. Submit an Application for Credit Evaluation to the Enrollment Services Office for official evaluation.

NOTE 1: Step 2 is very important. We receive many transcripts. We do not evaluate them unless you request it.

NOTE 2: Transcripts become the property of Washington state. We must keep them as part of your official file. We cannot return them or send them to another school or college. Centralia College does not issue or certify copies of transcripts from other institutions.

Nontraditional credits
In addition to taking classes from us or transferring credits from other colleges, there are six other ways to apply credits toward your program at Centralia College. These are called nontraditional credits. They are listed below.

If you want us to evaluate your nontraditional credits, submit official test scores or official transcripts to the Enrollment Services Office (For Tech-Prep credits, your high school will do this). CLEP, credit by exam, and Advanced Placement are evaluated only after you complete two quarters at Centralia College. The Enrollment Services Office will notify you of courses and credits granted. The following methods are available:

1. CLEP (College-Level Examination Program): Five General Exams and over 30 Subject Exams (worth 5 credits each) are available. The College Board administers these tests. We accept CLEP Exams for credit, if you score a 50 or above. You may earn up to 45 college credits. To apply for CLEP credit, request that official transcripts of CLEP scores be sent directly from The College Board to Admissions and Records. For students completing the CLEP before July 2001, please contact our evaluator for prior scoring minimums.
2. Credit by examination: This is also called challenging a course. Centralia College recognizes that you may already have gained competence in a particular area. You may receive credit for your knowledge without formally taking a course in that area. Not every course is available for credit by exam. Credit may not be earned for an audited course, one you enrolled in previously, or if a more advanced course in that subject area has been completed. If you challenge a specific course at Centralia College, you must arrange this with the appropriate dean and course instructor. You must enroll in the course and pay tuition.
3. Advanced placement (AP): Centralia College encourages students in high school to participate in the AP program. The College Board conducts the AP program. Scores of 3, 4, or 5 on The College Board AP Tests are the basis for advanced placement and course credit at Centralia College. To apply for advanced placement credit, you must request that official transcripts of AP scores be sent directly from The College Board to Admissions and Records. Listed below are the departmental policies on granting placement and credit for the most common AP examinations.

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Centralia College</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3, 4, or 5</td>
<td>BIOL&amp; 100</td>
<td>5 credits</td>
</tr>
<tr>
<td>English Writing</td>
<td>3, 4, or 5</td>
<td>ENGL&amp; 101</td>
<td>5 credits</td>
</tr>
<tr>
<td>English Literature</td>
<td>3, 4, or 5</td>
<td>ENGL 209</td>
<td>5 credits</td>
</tr>
<tr>
<td>U. S. History</td>
<td>5</td>
<td>HIST&amp; 146 &amp; 147</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>HIST &amp; 146</td>
<td>5 credits</td>
</tr>
<tr>
<td>European History</td>
<td>5</td>
<td>HIST&amp; 116 &amp; 117</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>HIST &amp; 116</td>
<td>5 credits</td>
</tr>
<tr>
<td>Calculus (AB)</td>
<td>5</td>
<td>MATH&amp; 141 &amp; 151*</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>MATH&amp; 141 &amp; 151*</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>MATH&amp;141 **</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

*Upon completion of MATH& 152
**Upon completion of MATH& 151

4. Military credit and experience: Credit may be awarded for armed service schools. The amount and type of credit is based upon the Guide to the Evaluation of Educational Experiences in the Armed Services. Present your course certificate(s) and Form DD 214 or DD 295 to the evaluator as proof of completion.

5. Law enforcement/fire protection training: Credit may be awarded for courses taken from the Washington State Criminal Justice Training Commission and the Fire Protection Services Division of the Department of Community Development.

6. Tech Prep: You may earn Centralia College credits for Tech Prep classes taken in high school. Centralia College recognizes that quality education takes place in area high schools and has signed articulation agreements with many schools to grant advanced credit in professional/technical fields. Contact Centralia College’s Tech Prep coordinator or your high school counselor for more information.
Admission as a Drop-In Student
If you do not wish early registration, you may register as a drop-in student. Drop-in students usually are not seeking a degree or certificate. They generally enroll in classes for personal enrichment, workshops, non-degree programs, or learning assistance programs. Drop-in students do not receive appointments and register for remaining classes on a first come-first served, space-available basis. The period of registration in which drop-in students register is called open enrollment or open registration. This period begins shortly before each quarter starts.

I. High School Graduates or Students 18-years of Age or Older
To enroll in a course for personal enrichment, improving job skills, or for a workshop or a special program, register at the Enrollment Services Office during open enrollment. Check the quarterly class schedule for open enrollment dates and times. Current versions of the schedule are available on the college's Web site. Fill out a registration form and pay appropriate fees. Individuals seeking entrance into a special program may have to meet additional requirements for admission.

II. Students Between 16- and 18-years of Age
If you are under the age of 18, your high school class has not graduated, and you do not have a GED, you need the permission of your high school district to enroll. If you are a high school junior or senior, you may be eligible to enter Centralia College as a Running Start student. Students wishing to enter Centralia College should contact the Enrollment Services Office for the appropriate forms and procedures.

III. Students Under 16-years of Age
The minimum age for admission into credit classes is 16, unless you have a high school diploma or GED. Exceptions are rarely granted. Students wishing to seek an exception should contact the Enrollment Services Office for the appropriate forms and procedures.

IV. Senior Citizens
If you are at least 60-years old, you may enroll in a college class or classes for a reduced fee, provided there is space available. You may enroll for no more than two courses per quarter at these rates. Contact the Enrollment Services Office if you need more information.

Admission as an International Student
International Student Programs Office
Phone: 360-736-9391, extension 492 (main campus)
360-753-3433, extension 492 (from Olympia)
FAX: 360-330-7503
E-mail: intl@centralia.edu
College Web site: www.centralia.edu

Centralia College encourages and welcomes students from other countries who want to pursue a quality education. We offer academic and technical programs and an Intensive English Program (IEP). International students are classified as non-resident international students (F-1 or M-1 visa).

You may request an International Student Application form from International Programs, 600 Centralia College Blvd., Centralia, WA 98531, U.S.A. or download the application form from the Web site at www.centralia.edu. Click on “International Programs.” Use our e-mail address intl@centralia.edu, if you have questions.

Admission requirements
To be considered for admission to Centralia College, including the Intensive English Program (IEP), submit these items to the International Programs office:

1. International Student Application form.
2. $35 application fee in U.S. funds (cash, money order, cashier’s check, or credit card: Visa, Mastercard, or Discover).
3. Proof of adequate financial support for all expenses for one academic year, e.g., official bank statement, notarized affidavit of support, embassy, agency or government letter of support. Expenses for tuition, fees, insurance, and living expenses for the 2009-2010 academic year at Centralia College are about $14,795* (U.S. funds). Financial aid funds are not available for international students. Continued enrollment requires a valid statement of financial support.
4. Official transcripts from high school, and all colleges, language schools, etc., previously attended.
5. Proof of proficiency in the English language is NOT required for admission.
6. Students with a TOEFL score under 500 (paper-based)/173 (computer-based) will be admitted only to the Intensive English Program (IEP).
7. Students with a TOEFL score of 500 (paper-based)/173 (computer-based) or over may enroll in college-level courses after an assessment of readiness has been completed at Centralia College.

*Expenses are subject to change for subsequent academic years.

NOTE: You must have valid and adequate student accident and sickness insurance each quarter you are enrolled. Insurance forms are available in the International Student Programs office.

Admission as a Running Start Student
Running Start Program
Phone: 360-736-9391, extension 265 (main campus)
360-753-3433, extension 265 (from Olympia)
360-496-5022 (Centralia College East)
FAX: 360-330-7503
E-mail: runningstart@centralia.edu
College Web site: www.centralia.edu

If you are a junior or senior in high school, the Running Start program may be for you. You can take college-level classes while finishing your high school diploma. Through an agreement with your high school, Running Start students do not pay college tuition. You pay for your fees and books. For low-income students these costs may be waived. If you are academically ready to do college-level work, Running Start provides a valuable opportunity to get most or all of two years of college tuition free. As a Running Start student, you may enroll in academic/transfer courses or...
professional/technical courses. Contact your high school counselor or the Counseling Center at Centralia College for more information.

To apply for Running Start, you must return the following to the Counseling Center:

A. The Application for Admission form. Please write RUNNING START at the top.
B. The ASSET or COMPASS placement test results indicating you are ready for college-level work.
C. Your high school transcript.

We will notify you by mail of your acceptance status after we receive your application and test scores.

Advising/Educational Planning
Counseling and Career Planning Office
Phone: 360-736-9391, extension 265 (main campus)
360-753-3433, extension 265 (from Olympia)
360-496-5022 (Centralia College East)
FAX: 360-330-7503
E-mail: advising@centralia.edu
College Web site: www.centralia.edu

Assessing your readiness for college coursework is the first step toward your success as a college student.

“Assessment” is answering questions such as: “What classes are appropriate for my skill level?” “How many courses and credits should I take?” Only by considering your academic readiness and your life situation can you select courses that give you the right amount of challenge and workload. An advisor will assist you with these choices.

I. Placement Testing
Placement testing helps you and your advisor determine your best starting point in math, English, and reading. Your ASSET or COMPASS test scores will target courses that fit your skill level. Centralia College requires placement test scores that are no more than three-years old. Pay your placement test fee at the cashier’s window in the Student Services Admissions area. For testing hours call the Test Center at ext. 216, or at Centralia College East.

If your test scores indicate you need to improve your skills in English, math, or reading, you should enroll in college prep skill-building courses. These courses will prepare you for success in college-level work. Take your college prep courses during the first or second quarter of college. Your advisor will assist you in scheduling these classes.

NOTE 2: Centralia College has mandatory placement in its English composition classes. The COMPASS and ASSET tests are the primary placement instruments and the writing cutoff scores are as follow:

<table>
<thead>
<tr>
<th>Placement</th>
<th>COMPASS</th>
<th>ASSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE/ESL</td>
<td>0 - 29</td>
<td>23-36</td>
</tr>
<tr>
<td>ENGL 098</td>
<td>30 - 59</td>
<td>37-41</td>
</tr>
<tr>
<td>ENGL 099</td>
<td>60 - 82</td>
<td>42-45</td>
</tr>
<tr>
<td>ENGL &amp; 101</td>
<td>83 - up</td>
<td>46-55</td>
</tr>
</tbody>
</table>

Students wishing to challenge their placement may request a one-time only English Composition Writing Challenge for a non-refundable $20 fee. Testing and the writing challenge can be requested through the college’s Phoenix Center, ext. 216.

II. Advising
If you are a Priority Student, we will assign you a faculty advisor. Your advisor will assist you with planning your program of study.

New students: After you apply for admission and take a placement test, we will invite you to an “Advising Fair.” We hold Advising Fairs several weeks before the start of the quarter. During your Advising Fair appointment, you will:

A. Learn about college procedures and policies.
B. Meet with an advisor from your major area to:
   1. Discuss your plans
   2. Review your assessment of academic readiness
   3. Select and schedule courses
   4. Identify your permanent advisor
   5. Register and pay tuition and fees

Continuing students: Once enrolled, you must meet with your assigned advisor each quarter to discuss progress and plan your schedule for the following quarter. You must meet with your advisor before you can register. You may request a change of advisor at any time. To do this, obtain the signature of your new advisor on a “Change of Advisor” form and submit the form to the Office of Enrollment Services.

NOTE: It is your responsibility to meet all graduation and transfer requirements (if applicable). Your advisor only assists you and is not responsible for your total planning.

If you need help choosing your college programs, you can use the materials in the Counseling/Career Center, or call for an appointment to meet with one of the counselors in the privacy of his or her office (phone ext. 265).

III. Full-time or Part-time?
To be considered a “full-time” student by Financial Aid, Veterans, Athletics, and other programs, you must register for 12 or more credits. Students registering for fewer than 12 credits are considered half-time or part-time. Three-quarter time is 9, 10, or 11 credits. Half-time is 6, 7, or 8 credits.

Registration
Enrollment Services Office
Phone: 360-736-9391, extension 221 (main campus)
360-753-3433, extension 221 (from Olympia)
360-496-5022 (Centralia College East)
FAX: 360-330-7503
E-mail: admissions@centralia.edu
College Web site: www.centralia.edu

Registration is the process of enrolling in classes.
Priority Students register before Drop-In Students. We mail fall, winter, and spring registration appointments to currently-enrolled Priority Students. The more credits you have earned, the earlier your appointment will be. Summer quarter registration is on a first-come, first-served basis. After you apply or notify us of your intent to return, we will mail you information about advising and registration.

If you are a Drop-In Student, you may register for remaining classes during open registration. This occurs after Priority Students register, but before the quarter starts. We post the dates and times for open registration in the quarterly class schedule.
You are not officially registered until all your tuition and fees are paid. If you register after the tuition due date, you must take your registration form to the cashier. The cashier’s validation is your proof of payment and registration. Failure to meet financial obligation to the college may result in the cancellation of your class registration, the withholding of degrees, transcripts, grade reports, and/or blocking registration. In addition, the college may refer unpaid accounts to a collection agency.

**Late Registration**

We accept late registration through the first five days of each quarter. After the fifth class day and through the second week of the quarter, you must have permission from the instructor to register. For continuous enrollment or late starting courses, registration may continue after the second week of the quarter.

**ADVISING TIP:** It is almost never a good idea to register late for a class that has already started! You are responsible for all the work you have missed. It may be very difficult to catch up.

**Change of Schedule/Withdrawal from Classes**

Adding and dropping classes are serious steps. Consult with your advisor. If you are receiving financial aid and/or scholarships, consult with the Financial Aid Office. To withdraw officially from a class, you must submit a “CHANGE OF SCHEDULE” form to the Enrollment Services Office. You are responsible for completing the form and presenting it to the Office of Enrollment Services for processing.

**ADVISING TIP:** Make sure you withdraw officially. If you do not, you may receive a failing grade in your class.

**Student Withdrawal**

If you withdraw from a course during the first 10 calendar class days, we will remove your name from the class list. You must return the “CHANGE OF SCHEDULE” form to the Office of Enrollment Services by the 10th class day. You do not need an instructor’s signature. No record of the class will appear on your transcript.

If you withdraw from a class after the 10th class day, but on or before the 35th class day, you must return the “CHANGE OF SCHEDULE” form to the Office of Enrollment Services by the 35th class day. You do not need an instructor’s signature. You will receive a “W” grade on your transcript.

**ADVISING TIP:** It is always a good idea to talk to your instructor or advisor before withdrawing.

If you withdraw from a class after the 35th class day, but before the first day of scheduled finals you must return the “CHANGE OF SCHEDULE” form to the Office of Enrollment Services before the first day of scheduled finals. YOU MUST OBTAIN YOUR INSTRUCTOR’S SIGNATURE! You will receive a “WP” grade (Withdrawal Passing) or a “WF” grade (Withdrawal Failing) on your transcript. Your instructor will determine this grade based upon whether you are passing or failing the course at the time of your withdrawal.

**ADVISING TIP:** If you transfer, other colleges may treat a “WF” grade the same as an “F” (0.0).

**Instructor Initiated Withdrawal**

Many classes are filled at the start of class. Other students are waiting for a seat. For this reason, an instructor may withdraw you from any class or lab in which you do not show up on the first class day or the first lab session unless you communicate with the instructor.

**ADVISING TIP:** If you are not able to attend the first class or first lab session, you need to communicate with your instructor before the first session. If you do not communicate with your instructor, you may lose your place in class.

**Administrative Initiated Withdrawal**

The most common reason for administrative withdrawal is class cancellation. Administration may withdraw students for non-grade related reasons; such as, but not limited to, medical, disciplinary, error, or emergency military assignment. Students withdrawn after the 35th class day shall receive a “WF” or “WP” as assigned by the instructor. Administration will notify the instructor.

**College Costs**

**Enrollment Services Office**

Phone: 360-736-9391, extension 221 (main campus)  
360-753-3433, extension 221 (from Olympia)  
FAX: 360-330-7503  
E-mail: admissions@centralia.edu  
College Web site: www.centralia.edu

Centralia College provides an excellent value. Many students choose to attend Centralia College because it offers high-quality, cost-effective education. The money you save by attending Centralia College for two years instead of starting at a four-year college could be significant. If you want to prepare immediately to compete for employment, you will find that Centralia College offers excellent education/training in technology-professional fields for less than you might pay at private schools. The college accepts most major credit cards for payment of tuition, fees, books, and supplies.

When estimating your college costs, include amounts for tuition and fees, special fees, books, supplies, transportation, and living expenses.

**Tuition and Fees**

The State of Washington invests its future in you. For resident students, state tax money pays about 66 percent of the cost of your education at Centralia College; your tuition money pays about 34 percent. Tuition, set by the Washington state Legislature, is subject to change by legislative action. Refer to the quarterly class schedule for current rates.

**Residency Requirement**

Students who are residents of Washington state pay less for tuition than nonresident students. This is because Washington taxpayers pay the difference in cost for Washington state residents. Washington state law determines residency status for tuition purposes. This is what the law says:
To qualify for resident tuition, you must be a U.S. citizen, a person who has permanent resident status, or has "refugee-parolee" or "conditional entrant" status and (1) has established residence in the State of Washington primarily for purposes other than educational for one year immediately prior to the start of the quarter, and was financially independent from parents or legal guardians for the calendar year prior to the year in which application was made; or (2) is a financially dependent student, one or both of whose parents or legal guardians have lived in the State of Washington for at least one year immediately prior to the start of the quarter.”

Undocumented students may qualify for resident tuition rates if the following requirements are met: (1) Student has resided in Washington state for the three years immediately prior to receiving a high school diploma and completed the full senior year in a Washington high school or student will have completed the equivalent of a high school diploma and resided in Washington state for three years immediately prior to receiving the equivalent diploma. (2) and the student has continually resided in Washington state since earning a high school diploma or its equivalent, (3) and the student agrees to file application to become a permanent resident of the United States as soon as eligible to apply. The form is not needed for U.S. Citizens or Permanent Resident Aliens.

Nonresident tuition is required of students whose legal residence is outside of Washington state. There are some limited exceptions to this rule. The Enrollment Services Office can explain these exceptions to you. Nonresidents of Washington state pay a slightly higher rate.

International students attending Centralia College are classified as nonresidents regardless of length of residency in Washington State. International students pay at the highest rate.

If you want to apply to change your residency classification, you must complete the Residency Questionnaire form and provide documentation before registration. Residency regulations are available in the Enrollment Services Office.

Refund Policy

The State of Washington determines the limits of our refund policy. Make your refund request to the Enrollment Services Office.

If you officially withdraw from a class or from college through the Enrollment Services Office, you may be entitled to a refund. Refunds may not be arranged by telephone. Please refer to the current class schedule for up-to-date refund policies.

For classes beginning after the first week of the quarter, we calculate refunds according to policies in the class schedule. We can issue a refund only after you have paid outstanding debts. We refund financial aid directly to the financial aid agency. The Financial Aid Handbook has detailed information about how this is done. Centralia College distributes refunds by check. Allow 12 working days for processing. We credit refunds for payments made with a credit card to that credit card account. If we cancel your class, we will automatically refund you 100 percent.

If you are called to active duty military service, you are eligible for a 100 percent refund of tuition and fees. You must provide proof of active duty status. You must request your refund during the academic quarter you are called to active duty. If it is an emergency call-up, ask about an exception.

If you withdraw from class for a medical reason, you may request a full refund. Contact Enrollment Services for details.

We do not refund special fees after the first class day. We do not refund lab fees after the 10th class day. Before that, we will refund your fee in full providing you have not used the supplies. If you used some supplies, we will prorate your refund. The cashier may require verification by the instructor before refunds are made.

NSF Check Policy

Centralia College charges $25 for each NSF (non-sufficient funds) check. This charge may be subject to change. We will place a hold on registration, grades, transcripts, etc., until you settle the NSF check and associated fees. We send all NSF checks to a collection agency in 15 days. The collection agency may charge you an additional collection fee (currently $40) and interest. We may cancel your registration if the NSF check is for tuition including lab and other fees.

Appeals

If you fail to meet your financial obligations to the college, the college may withhold your grades, degree, or transcript and may block registration for future quarters. You have the right to make a written appeal regarding fees, refunds, fines, charges, debts, or other financial obligations to the college. Address your appeal to the Director of Enrollment Services. A second level appeal is available. Address this appeal in writing to the Vice President, Student Services. The decision of the vice president is final.
Financial Aid

Financial Aid Office
Phone: 360-736-9391, extension 234 (main campus)
360-753-3433, extension 234 (from Olympia)
FAX: 360-330-7503
E-mail: financialaid@centralia.edu
College Web site: www.centralia.edu

Need help paying for college? Then apply for financial aid. More students are eligible to receive funds than ever before. Financial aid awards are made on a first-come, first-served basis so apply early. Centralia College has a financial aid priority deadline of May 1. You must complete a financial aid file by this date to be considered for maximum funding. If you do not meet the priority deadline your financial aid file will still be reviewed but funding, if you qualify, may not be ready by the first day of the quarter. In that case, you would need to pay your own tuition by the posted deadline.

Eligibility
Do not assume that you are not eligible for financial aid funding. In general, to be eligible for funding you must:

1. Be a U.S. citizen or eligible non-citizen
2. Not owe a refund or repayment on prior financial aid and do not have a student loan in default
3. Have earned a high school diploma, or GED, or scored appropriately on your ASSET or COMPASS test
4. Have registered with Selective Service, if required
5. Be enrolled in financial aid eligible degree or certificate program at Centralia College
6. Meet satisfactory academic progress standards

Applying for Aid
To apply for financial aid you must submit the following:

1. Free Application for Federal Student Aid (FAFSA) - this form can be filled out online at www.fafsa.ed.gov. Be sure to list Centralia College on the form, our school code is 003772.
2. Centralia College Application for Admissions - to be eligible for funding you must be admitted to the college for the quarters you wish to receive funds.
3. Centralia College Financial Aid Data Sheet
4. Verification or Other Required Forms - depending on the results of your FAFSA application the Financial Aid Office may need you to complete additional forms. You will be notified by mail if this occurs.
5. Academic transcripts from all schools attended within the last 5 years.

Funding
Financial aid is designed to help you offset the cost of college. The primary responsibility for paying for your education rests on you and your family. However, if your combined financial resources are not enough to cover expenses you may qualify for funding from these various sources:

- Grants (Federal, State or Institutional funds)
- Federal Pell Grant, State Need Grant, Opportunity Grant, or Centralia College Grant
- Workstudy (Federal, State or Institutional Funds)

Federal or State Workstudy, Student Employment Scholarships (Institutional or Community funds)
Centralia College Scholarships, Dollars for Scholars

Loans
We do not currently participate in the Stafford Student Loan program but we do have the following options available:
Centralia College Short Term Loan
Alternative loans through outside lending agencies

Other
You may qualify for these programs if you are receiving or have received unemployment benefits within the past 24 months, or have exhausted your unemployment benefits; are a working parent with a small household income or receiving DSHS/WorkFirst cash assistance; or are a homemaker who now needs to financially support yourself and your family. For additional information on these programs please use the contact numbers listed.

Worker Retraining, 360-736-9391, extension 385
WorkFirst, 360-736-9391, extension 694

Outside Agencies
If you expect to be funded by an outside agency such as your tribe, L&I, or DVR, for example, you will need to ensure that the payments reach the Cashier’s Office by the posted quarterly deadline dates so that you are not dropped from your classes.

Payment Plan
Centralia College offers a payment plan to help you spread your payments over a period of time, either throughout the quarter or throughout the year. Contact the Cashier’s Office for details.

Standards of Academic Progress (SAP)
To be awarded and continue to receive financial aid funds you must meet Centralia Colleges SAP standards. If you have questions or would like to request a copy of this information please contact the Financial Aid Office. Also be aware that if you receive financial aid funds and completely withdraw from or stop attending all of your classes, your financial aid will be cancelled and you may be required to repay a portion of the funds you received.

If you do not meet the SAP standards or your financial aid has been cancelled you do have the option of submitting an appeal. For more information contact the Financial Aid Office.

Scholarships
Vice President, Student Services Office
Phone: 360-736-9391, extension 220
360-753-3433, extension 220 (from Olympia)
FAX: 360-330-7503
E-mail: scholarships@centralia.edu
College Web site: www.centralia.edu

Centralia College has an ext. scholarship program open to new and continuing students. The college appreciates the large community support that makes this program available. The college is also grateful to the Centralia College Foundation for its work in raising scholarship dollars.
Scholarship applications are available from the Office of the Vice President, Student Services, each December and are due March 1. Recipients are selected on academic excellence, community service/work experience/school activities, two recommendations, writing sample, potential for success, and/or financial need. Generally, a single application applies to all scholarships to be awarded. The Scholarship Committee will notify you in April of the status of your application. Eligibility criteria for the scholarships vary.

Veterans’ Information
Enrollment Services Office
Phone: 360-736-9391, extension 228 (main campus)
360-753-3433, extension 228 (from Olympia)
FAX: 360-330-7503
E-mail: veterans@centralia.edu
College Web site: www.centralia.edu

Services
Centralia College is approved for the education and training of veterans and the children and spouses of deceased and disabled veterans. Centralia College’s academic programs of study are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Contact the Veterans’ Coordinator located in the Enrollment Services Office for application and certification information.

All payments are made directly to students receiving benefits. It is your responsibility to complete applications, file reports when due, and maintain contact with the Veterans Administration and the college regarding changes in information, programs or attendance.

Satisfactory Progress Requirement
Veterans attending Centralia College who expect to receive Veterans Administration benefits must meet the following requirements in addition to those required by the college:

1. No benefits will be paid for grades of “I”, “N”, “U”, “W”, “WP”, or “WF.”
2. An “S” grade will count as 2 grade points in computing your grade point average.
3. No benefits will be paid for repeating courses.
4. To continue receiving Veterans Administration benefits, you must make satisfactory progress defined as follows: Exhibit satisfactory attendance, complete requirements assigned at the time of evaluation, and meet objectives of the course as determined by the instructor.
5. Benefits terminated for unsatisfactory progress or conduct may be reinstated by the veteran’s certifying official upon your establishing a reasonable likelihood that you will maintain satisfactory progress and conduct in the future. This can occur only if you have satisfied all other admission requirements.

Worker Retraining
Worker Retraining is a partnership between Community and Technical Colleges and the state Employment Security Department. Centralia College has a Dislocated Worker training program under this partnership. This training is for unemployed workers, those who face imminent layoffs, and displaced homemakers. While enrolled in approved training programs, you may draw unemployment benefits to the extent of your entitlement. Our Dislocated Worker staff will help you get started with this process.

You may apply for additional financial assistance to cover the cost of tuition, fees, transportation, and child care. The college has a trained Financial Aid Office staff that will work with you in determining other financial resources. If your unemployment insurance benefits are exhausted before training is completed, you may be eligible for Completion Aid.

Academic Information
Enrollment Services Office
Phone: 360-736-9391, extension 221 (main campus)
360-753-3433, extension 221 (from Olympia)
FAX: 360-330-7503
E-mail: admissions@centralia.edu
College Web site: www.centralia.edu

Credit System
Centralia College divides the academic year into four quarters. Fall, winter and spring quarters are approximately 11 weeks each. Summer quarter is six to eight weeks.

In general, a class that meets one hour per week for one quarter earns one credit; a class that meets five hours per week for one quarter earns five credits. Laboratory and certain other courses vary. The quarter hours of credit for each course are indicated after the course titles in the Course Description section of this catalog. Some classes, particularly those offered in the Phoenix Center, offer variable credit (generally from 1 to 5 credits). With assistance from your advisor and/or the course instructor, you decide how many credits you can reasonably carry in one quarter and register for that amount.

To earn credit, you must officially register for a course and successfully complete it with a passing grade.

Credits represent your time. Each quarter you must realistically assess your time commitments. Only take a credit load that you can manage successfully. If you are involved with other time-consuming activities such as work, family, sports, etc., you may want to limit your credit load, or enroll as a part-time student. Be sure to discuss with your advisor the credit load that best meets your needs. To estimate the time you can commit to college, figure three hours per week for each credit (combined class and study time). Use this guideline—a 15-credit load represents approximately 45 hours per week. Some students want to complete their associate degree in two school years. They register for an average of 15 to 18 credits each quarter. Other students take fewer credits each quarter, graduating when their requirements are satisfied.
Grades

Centralia College uses a numerical grading system. Instructors report passing grades from 4.0 to 1.0 in 0.1 increments. Instructors assign the numbers 0.0 to 0.9 for failing work. Numerical grades are equivalent to letter grades as follows:

- 4.0-3.9: A, Superior achievement
- 3.8-3.5: A-
- 3.4-3.2: B+
- 3.1-2.9: B, High achievement
- 2.8-2.5: B-
- 2.4-2.2: C+
- 2.1-1.9: C, Satisfactory achievement
- 1.8-1.5: C-
- 1.4-1.2: D+
- 1.1-1.0: D, Minimum achievement
- 0.9-0.1: F, Failure to meet minimum course requirements. Student attended through the 35th class day.
- 0.0: F, Failure to meet minimum course requirements. Student may or may not have attended through the 35th class day.

W: Withdrawal. May be awarded only on or before the 35th class day. Requires dated signature of student. Not calculated in the grade point average. The college encourages students to speak with their instructor(s) before withdrawal.

WP: Passing withdrawal. Indicates student had completed enough work to pass the course (0.7 or above) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. Requires dated signature of the student. Requires dated signature and “WP” grade of the instructor. Not calculated in the grade point average.

WF: Failing withdrawal. Indicates student was doing failing work (0.6 or below) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. Requires dated signature of the student. Requires dated signature and “WF” grade of the instructor. Not calculated in the grade point average. Receiving institutions may treat this grade as a 0.0.

I: Incomplete; no grade points calculated. The student must have finished a substantial portion of the work, attended past the 35th class day, be passing the course (1.0 or above), and because of circumstances not ordinarily controllable by the student, was not able to finish the course prior to grading. The instructor and student must complete a detailed contract that specifies what work is remaining, and when it is due. The contract must specify the default grade, if the additional work is not accomplished by the time limit. The grade shall revert to the default grade, if no new grade is turned in by the instructor by the time limit. The instructor, student, and Enrollment Services receive copies of the contract. If there is no contract, or an incomplete contract when an “I” has been requested by the instructor, the grade shall be recorded as an *, until a complete contract is on file in Enrollment Services. Incompletes must be completed by the end of the next quarter, except that spring quarter incompletes must be completed by the end of the following fall quarter.

N: Audit. No credit. Not calculated in grade point average.

S: Passing with credit. Not calculated in grade point average. Used only by approved departments. Degrees and certificates may limit the use of S credits.

U: Unsatisfactory progress. Not calculated in grade point average. Used only by approved departments.

Y: In Progress; no grade point calculated. Used in courses, such as correspondence, that do not begin and end with the regular quarter calendar. Not calculated in grade point average. A student has two quarters to complete the class (an extension for a third quarter is available for an additional fee). The instructor will submit a change of grade form to Enrollment Services at the completion of the coursework within the time limit. If no new grade is turned in by the instructor a grade of 0.0 will be issued.

Time Limitation to Change a Grade

Instructor may authorize a grade change within the next quarter of the academic year. Summer quarter is excluded (i.e., spring quarter grade changes must be made by end of fall quarter; summer quarter changes must be made by end of fall quarter).
Course Audit
You may attend a class but not receive credit. To do this, register as an “auditor.” Auditors pay regular credit hour and lab fees. An auditor does not take examinations or receive credit for the course. Your transcript will show an “N” for an audited course.

Grade Forgiveness
The Centralia College grade forgiveness policy may allow you to repair your Centralia College grade point average by not counting poor grades you earned. This can be done only under certain circumstances:
A. Only grades below a 2.0 may be forgiven.
B. The grades must be at least two years old.
C. You must demonstrate improvement by earning a cumulative GPA of 2.5 or higher in all courses taken after the most recent course for which you are requesting forgiveness. You must have completed a minimum of 24 credits to demonstrate improvement since that last date.

To apply for grade forgiveness, complete a “Grade Forgiveness Request Form.” Obtain this form from the Enrollment Services Office. Submit this form to that office. Enrollment Services staff will review your academic record and determine which grades, if any, may be forgiven. Enrollment Services staff will notify you by mail of the results. You may appeal the decision in writing to the Registrar. The Registrar will notify you by mail of the results of your appeal.
Forgiven grades and credits will remain on your transcript but will not be calculated in your GPA at Centralia College. You cannot use forgiven credits towards any degree, certificate, program, or course requirement at Centralia College. You may not have forgiven grades reinstated later.
ADVISING NOTE: If you transfer to another college, that college may choose not to recognize the forgiveness. This means that they could recalculate your GPA, counting all your grades for admission and transfer purposes.

Repeating a Course
You may repeat a class, but you will receive credit for taking it once. To have a higher grade in a repeated class count in your GPA, you must request the Enrollment Services Office staff to count only the higher grade in your GPA. Both grades will remain on your permanent record.
ADVISING TIP: If you transfer to another college, that college may choose either grade or the average of your grades.

Transcripts
An official transcript is a copy of your academic record signed by the Enrollment Services Director. Request an official transcript in writing from the Enrollment Services Office. There is a small processing fee for each official transcript or unofficial transcript. Allow 48 hours to process your transcript. We may withhold your transcript if you do not fulfill your obligations to the college, financial or otherwise.

ADVISING TIP: Most colleges and many employers will not accept a transcript as official unless it is mailed to them by our Enrollment Services Office.

Student Records
Enrollment Services Office
Phone: 360-736-9391, extension 221 (main campus)
360-753-3433, extension 221 (from Olympia)
FAX: 360-330-7503
E-mail: admissions@centralia.edu
College Web site: www.centralia.edu

Student Identification Number
You will be assigned a Student Identification Number (SID) at the time you apply for admission to Centralia College. This number will enable you to access a number of services at the college.

Your Social Security number is confidential and, under a federal law called the Family Rights and Privacy Act, the college will protect it from unauthorized use and/or disclosure. Disclosure of your Social Security number is in compliance with state/federal requirements. Disclosure will be authorized for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research. Failure to submit your Social Security number may result in a financial penalty by the Internal Revenue Service.

Confidentiality of Student Records
The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your records. They are:
1. The right to inspect and review your education records within 45 days of the day Centralia College receives a request for access. You should submit to the registrar written requests that identify the record(s) you wish to inspect. The Registrar will arrange for access and notify you of the time and place where the records may be inspected.
2. The right to request the amendment of your education records that you believe inaccurate or misleading. You may ask Centralia College to amend a record that you believe is inaccurate or misleading. You should write the registrar, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

NOTE: If you wish to request a change of grade that has been recorded correctly on your records, you must follow a separate complaint procedure. Information about the process to challenge a correctly recorded grade is available from instructors, advisors, counselors, and deans. If Centralia College decides not to amend the record as requested, you will be notified and advised of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when you are notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Centralia College in an administrative, supervisory, academic or research, or support staff position (including security, alumni office, and development office personnel); a person or company with whom Centralia College has contracted (such as an attorney, auditor, or collection agency); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary committee, or assisting another school official in performing his or her tasks. Volunteers and interns serving in any of these capacities are also considered school officials. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, Centralia College may disclose education records without consent to officials of another school in which you are currently enrolled, receive services, or seek or intend to enroll.

4. The right to prevent disclosure of directory information. Centralia College routinely publishes and discloses directory information about students to various requestors. Directory information consists of name, address, telephone listing, field of study, weight and height of athletes, most recent or previous school attended, photographs, date and place of birth, participation in officially recognized activities and sports, dates of attendance, honor roll, degrees and awards (including names of scholarships), e-mail address, advisor, and full- or part-time status. In addition, level of education and prior military experience may also be provided to representatives of the department of defense for recruiting purposes.

If you choose to have Centralia College not release your directory information, notify the registrar in writing by using the form available in the Office of Enrollment Services. You should be aware that asking Centralia College to withhold directory information might prevent other colleges and employers from receiving information that might be to your advantage.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Centralia College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Change of Address

If your current address is different from the one on your application form or registration form, notify the Enrollment Services Office. This allows the college to mail important information to you.

ADVISING TIP: The college holds you accountable for any information or document mailed to your address of record. Therefore, it is very important that you notify the Enrollment Services Office immediately, if you change your address.
Name Change
It is important that your name is accurately reflected on your records. It is your responsibility to notify the Enrollment Services Office of any name change.

Emergency Messages
Centralia College has no way to relay messages into classrooms or buildings. Only messages relating to accident, illness of a child, or death will be relayed to students. Contact the Enrollment Services Office. Please disclose the nature of the emergency and we will attempt to locate a student. However, there is no guarantee of success.

Right to Know
Centralia College has two reports available to students, staff, and the public. The first is our annual security report. The second report is our graduation and transfer rate report.

The annual security report has numbers for the previous three years about crimes reported on or near the college. The report also tells you our policies about campus security, alcohol and drug use, crime prevention, sexual assault and crime reporting. You can get a copy of this report by contacting the Office of the Vice President, Student Services, or by accessing the following web site: <http://www.centralia.edu/admissions/SRTK/clearyact.shtml>

The annual graduation and transfer rate report has the percentage of our students who graduate or transfer to other colleges. You can get a copy of this report by contacting the Office of the Vice President, Student Services, or by accessing the following web site: <http://www.centralia.edu/admissions/SRTK/ccssgradcomm.shtml>

Academic Standards Policy
Centralia College is a state supported public institution. Your tuition covers about 34 percent of the cost of your education. Tax dollars provide the rest. The college expects you to be serious about your education. You need to plan for your success. The college provides many ways to help you. One way is by setting standards for academic success.

Low Grades Policy
If you register for six or more credits in a quarter, you must earn a cumulative grade point average of 2.0 or above. If you do not receive a cumulative GPA of 2.0 or above, the college will place you on warning, probation, or suspension. The category depends upon how many times in a row you fall below 2.0. If you register for six or more credits in a quarter and you raise your cumulative grade point average to 2.0 or above, the college will remove any warning, probation, or suspension status.

Warning
If it is the first time that your cumulative grade point average falls below 2.0, the college will place you on warning status. There is no appeal.

Probation
If it is the second time in a row that your cumulative grade point average falls below 2.0, the college will place you on probation status. This is a very serious warning. It tells you that if you do it next time, the college will suspend you. There is no appeal.

One-quarter Suspension
If it is the third time in a row your cumulative grade point average falls below 2.0, the college will suspend you for one quarter. If you are suspended at the end of spring quarter, you may not attend summer or fall quarters. During your suspension, you may not register for any course. In addition, you may not participate in events or activities reserved for students. You may appeal. If you do not appeal, you may return after your suspension is over. You are required to raise your cumulative GPA to 2.0 or better at the end of the quarter in which you return. If you do not, you will be suspended again for a quarter.

Appeals
You may appeal only a suspension. The appeal is simple. You must show proof of circumstances over which you did not have control and/or show proof of making measurable and substantial progress towards repairing your cumulative GPA. This applies for all the quarters that added up to your suspension. The appeal is an informal meeting with the Vice President, Students Services. The Vice President, Student Services, reviews appeals on a case by case basis. The vice president may grant your appeal, may allow you to continue under certain conditions, or may deny your appeal. The decision of the vice president is final.

Graduation
If you are planning to graduate at the end of winter or spring quarter, you need to submit an Application for Graduation form by November 30 for priority credit evaluation. For graduation in summer or fall quarter, you need to apply by April 30. The application form is available at the Enrollment Services Office. There is a fee payable at the time you submit your Application for Graduation. There is also a fee for a graduation cap and gown.

Time Restriction for Graduation
You may graduate under provisions of any official catalog in effect over the last three years, counting backwards from when you apply for graduation. Substitutions for courses that have changed or are no longer offered must be approved by the program head. Arrangements will be made for students enrolled in a program that is discontinued to complete their degree in a timely manner.

Completion of Credits for Degree
To be eligible for a degree from Centralia College, you must complete your final 15 credits, or 35 of the last 45 credits at Centralia College. To be eligible for a certificate from Centralia College, you must complete your final 10 credits, or 15 of the last 25 credits at Centralia College. You may earn a second degree or certificate, if you satisfy all requirements of both degrees.

We hold a commencement ceremony at the end of the academic year. If you applied for graduation during that year, you may take part in the ceremony. We will mail you your diploma or certificate approximately 60 days after the end of the quarter. You may order a replacement diploma for an additional cost.
Academic Honors
If you are in a two-year program and your cumulative GPA is 3.74 to 3.89, you will graduate with HIGH HONORS. If your cumulative GPA is 3.90 to 4.00, you will graduate with HIGHEST HONORS. If you complete 12 or more credits during the quarter, all of which count toward your grade point average of 3.74 or better, your name will be published on the Dean's List. If you complete 12 or more credits during the quarter, all of which apply to your GPA, and you receive an average of 4.00, you will receive a President's List Certificate. If you are on the Dean's List and/or the President's List you will be invited to the Honors Reception in the spring.

Student Transfer
Centralia College has transfer agreements with most of the four-year colleges and universities in Washington state.

Only our Associate in Arts (AA), Associate in Liberal Arts (ALA), and Associate in Science (AS) degrees are designed specifically to transfer. These degrees are covered by Statewide Transfer Agreements. Depending on the college to which you transfer and your major, you may need to select specific courses within a degree to ensure full transferability. These transfer degrees assure the transfer of credit, but not automatic or guaranteed admission, since each institution has separate admission criteria which are based on grades, test scores, and other considerations.

The Associate in Applied Science–Transfer (AAS–T) degree is designed for transfer to specific four-year colleges and universities for students pursuing specific professional/technical programs. The AAS-T degree is not designed for general transfer.

Our Associate in Technical Arts (ATA) and Associate in General Studies (AGS) are NOT generally designed for transfer. There are a few very specific exceptions to this. The ATA degree can sometimes be used to transfer, but only to a few colleges under very special circumstances. These circumstances are called Alternatives for Transfer of Occupational Programs (ATOPS) degrees.

The most common are “Upside Down Degree Programs” or “Articulation Agreement Programs.” Unless you have absolutely confirmed that one of these special and very limited exceptions applies to your plans, do not use the ATA degree for transfer purposes. The AGS degree may contain some courses that transfer, but the AGS degree does not transfer anywhere as a package.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>General Transfer include courses required for your major</td>
</tr>
<tr>
<td>ALA</td>
<td>General Transfer include courses required for your major</td>
</tr>
<tr>
<td>AS</td>
<td>Technical and Science Transfer select courses based on your four-year college and major</td>
</tr>
<tr>
<td>AAS-T</td>
<td>Specific/Restricted Transfer include courses required for your major</td>
</tr>
<tr>
<td>AGS</td>
<td>Not designed for general transfer. Ask about “Upside Down Degree” or special Articulation Agreements</td>
</tr>
</tbody>
</table>

ATA  Associate in Technical Arts
Not designed for general transfer. Ask about “Upside Down Degree” or special Articulation Agreements

AGS  Associate in General Studies
Not designed for any transfer. No exceptions.

ADVISING TIP: If you wish to transfer a degree or course to a four-year college, consult early and often with your advisor or a counselor. Most universities have advisors who travel to Centralia College several times a year to meet with you. Assume nothing until you confirm it!

Your Rights in the Transfer Process
The Higher Education Coordinating Board for the State of Washington has published a “Policy on InterCollege Transfer and Articulation Among Washington Public Colleges and Universities.” This policy spells out your rights in the transfer process.

This policy states, in part, “Students have the right to expect fair and equitable treatment from the public colleges and universities of Washington, both sending and receiving institutions. They have, in turn, the responsibility of seeking out current information pertaining to their educational objectives and for acquiring appropriate information when they change their academic plans. When a student changes a major or degree program, the student shall assume full responsibility for meeting the new requirements. Colleges shall make every effort to help students make transitions as smoothly as is feasible.”

Transfer Degrees
Associate in Arts (AA)
Associate in Liberal Arts (ALA)
Centralia College's Associate in Arts (AA) Degree and other degrees based on the Direct Transfer Agreement (DTA) conform to rules established by the Inter College Relations Committee (ICRC) and are maintained by the Joint Articulation Oversight Group (JAOG). This means that if you successfully complete one of these degrees, you will have met most, if not all, of the general university requirements at many baccalaureate colleges in the State of Washington.

This is the first step in preparing for entry with junior standing. The second step is making sure you include courses required by your major. As of the printing of this catalog, the following baccalaureate colleges and universities will accept either of these degrees from Centralia College in accordance with the Direct Transfer Agreement (DTA) under the ICRC guidelines. Colleges or universities marked with an * have some special requirements which must be satisfied at Centralia College and/or at the baccalaureate institution in order to complete all the general undergraduate requirements. These additional requirements are called provisos.

Bastyr University*
Central Washington University
City University
Cornish College of the Arts*
Eastern Washington University*
Gonzaga University*
Heritage University*
Northwest University*
Pacific Lutheran University*
Saint Martin's University*
You should meet frequently with your advisor, review the catalog and transfer guide of the institution to which you are planning to transfer, and consult with representatives of the baccalaureate institution. You should do this planning very early. This is especially important if you plan to transfer to an institution that has provisos as indicated by the *

Meeting general undergraduate requirements is important but not sufficient. It is also important that you meet the specific requirements required by your college major. Most college majors require you to take certain courses to prepare for entry as a junior in your major.

These requirements vary from major to major and from college to college. Usually these requirements can fit within the Associate in Arts or other degrees based on the Direct Transfer Agreement (DTA) Degrees. If you do not fold these courses into your degree at Centralia College, you may have to extend your college program by taking additional courses either at Centralia College or at the baccalaureate institution. Early selection of a college major is very important in planning your transfer program. Also, early planning with your advisor is imperative. Early decision making and early planning can save you additional coursework!

**Associate in Science (AS)**

Centralia College’s Associate in Science (AS) Degrees conform to rules established by the Inter College Relations Committee (ICRC) and are maintained by the Joint Articulation Oversight Group (JAOG). This specialized degree program is designed for students pursuing science, technical, engineering, and pre-professional degrees. The Associate in Science Degree places more emphasis on completion of mathematics and pre-major science, computer science, or engineering classes before transfer to enable students to begin upper-division coursework immediately.

The Associate in Science Degree is divided into two tracks, depending upon academic major interest:

**Associate in Science Degree Track 1**

Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, Earth Science, and Chemistry, Biology and General Science Education.

**Associate in Science Degree Track 2**

Engineering, Computer Science, Physics, Atmospheric Sciences and Physics Education.

If you successfully complete either degree, you will have met most, if not all, of the lower-division science and mathematics major requirements at many baccalaureate colleges in the State of Washington. This is the first step in preparing for entry with junior standing. The second step is making sure you include courses required by your major.

As of the printing of this catalog, the following baccalaureate colleges and universities will accept either of the degree tracks from Centralia College in accordance with statewide agreements under the ICRC guidelines.

Central Washington University
Eastern Washington University
Gonzaga University
Pacific Lutheran University
Meeting all your general undergraduate requirements is not as important for the AS program. You will finish the requirements at the four-year college. It is more important that you meet the specific requirements required by your college major. Most science and technical majors require you to take many courses to prepare for entry as a junior in your major. These requirements vary from major to major and from college to college. Usually these requirements can fit within the Associate in Science Degree. If you do not fold these courses into your degree at Centralia College, you may have to extend your college program by taking additional courses either at Centralia College or at the baccalaureate institution. Early selection of a college major is paramount in planning your AS transfer program. Also early planning with your advisor is imperative. Early decision making and early planning can save you additional coursework!

Work very closely with a Centralia College advisor before your first quarter to ensure that you have selected the correct degree for your college major. With most of these majors, it is more important that during your first two years you take the courses required to be a junior in your department. You can then finish your general undergraduate requirements at the senior institution.

**Associate in Applied Science-Transfer (AAS-T)**

Centralia College's Associate in Applied Science-Transfer (AAS-T) Degree is designed to meet the requirements of specific four-year colleges and universities. This specialized degree program is for students pursuing professional-technical degrees. In general, our technical degree programs are not designed for transfer. However, several four-year colleges and universities have specific degree programs that accept the AAS-T degree. Institutions and majors outside the specifically designed degrees will accept very few of the credits in the AAS-T degree.

You should meet frequently with your advisor, review the catalog and transfer guide of the institution to which you are planning to transfer, and consult with representatives of the baccalaureate institution. You should do this planning very early.

**Questions Regarding Associate Degrees and Transfer**

**Q-1.** Is it true that if I complete the Associate in Arts (AA), the Associate in Liberal Arts (ALA), or the Associate in Science (AS) degrees at Centralia College that I will have fulfilled the first two years of a baccalaureate degree?

**A.** Most of the time. Your progress toward a bachelor's degree will not always divide neatly into two-year blocks. Depending on your major, more than four years may be needed to complete a bachelor's degree. The AA or ALA assures that you will have satisfied most, and in many cases all, general education requirements at a baccalaureate college or university.

The AS degree, however, spreads the general graduation requirements between Centralia College and the transfer college or university. This degree places more emphasis on completion of mathematics and pre-major classes (sciences) before transfer to enable you to begin upper-division coursework immediately. The AAS-T degree offers limited transfer options. Institutions and majors outside the specifically designed degrees will accept very few credits in the AAS-T degree.

The educational philosophy of the various public and private colleges and universities are different and often include special requirements such as foreign language, religious studies, and special philosophy studies. Those students who have already selected a baccalaureate college should contact its admission office for further information.

**Q-2.** Is it true that by completing one of the direct transfer degrees I will be guaranteed admission to the college or university of my choice?

**A.** No. However, admission priority is given to Washington state residents transferring with one of the approved direct transfer degrees. Each college or university looks at your cumulative academic record, intended major, completion of major prerequisites, grade trends, and sometimes a writing sample in determining admission. You may also be responsible for meeting entrance requirements required by a major department or college.

**Q-3.** If I earn an associate degree at a community college which is not a direct transfer degree (e.g., an Associate in Technical Arts, Criminal Justice, for example), will I have satisfied the general university requirements at a signatory baccalaureate college or university?

**A.** No. Transfer students with associate degrees other than an approved direct transfer degree will have their community college courses reviewed one by one to meet university requirements. Some schools have special “Alternatives for the Transfer of Occupational Programs” (ATOPS), but such arrangements depend upon the individual college or university programs.

**Q-4.** Why do some students, who transfer with 90 or more quarter-hour credits from a community college but without an associate degree, not meet the general education requirements at a baccalaureate college or university?

**A.** The completed courses may not be the right “mix” of courses to match baccalaureate degree requirements. The direct transfer degree (DTA) is designed to ensure that your courses will apply to a bachelor's degree.

**Q-5.** What happens if I transfer with more than 90 quarter hour credits from a community college?

**A.** Most baccalaureate colleges and universities will allow more than 90 quarter hours to count towards the total number of credits for the bachelor’s degree.

**Q-6.** Is it true that a significant number of students have problems in transferring from a community college to a university or college in Washington?
A. No. Very few community college students in Washington state have transfer problems when entering a university. Those students who do have problems failed to plan early and/or seek advising help. Therefore, early in your studies you should develop a plan with the help of a college advisor who will advise you about courses that meet the requirements of the direct transfer associate degrees at your particular community college and also meet college or university entrance requirements.

Services for Students

Bookstore

The Centralia College Bookstore is available to serve students, faculty, staff and community members. The bookstore offers new and used textbooks, reference material, study aids, art supplies, computer supplies and software, stationery, gifts, insignia items, clothing and snacks. Regular hours are 7:30 a.m. to 4 p.m. Monday through Friday. Extended hours are offered at the beginning of each quarter. Summer quarter hours may differ slightly.

The bookstore buy-back takes place during the three days of final exams from 9:30 a.m. until 3:30 p.m., Monday through Friday. The summer quarter schedule may differ slightly.

Please visit us at www.centraliabookstore.com for updated information regarding hours, textbooks, book buyback, and more.

Cafeteria

Food Services, located in the Student Services Building, offers a full line of fast foods, sandwiches, soups, salads, buffet, beverages, and a variety of snack items for breakfast and lunch. The cafeteria is open from 7:45 a.m. until 2 p.m., Monday through Friday. The summer quarter schedule may differ slightly.

Child Care

Child care services are available on campus for children ages one month through five years. The child care program is licensed, and provides a safe, nurturing learning environment. It also serves as a children’s lab school for campus programs. Parents participate in the children’s classrooms and receive college credit for their involvement. For further information call the Children’s Lab School at ext. 462.

Counseling/Career Center

Our Counseling/Career Center offers a variety of educational, career, or personal services to you. We recommend appointments to avoid waiting. However, you may see a counselor on a drop-in basis, when available. Personal services are confidential, with limited exceptions. Services include:

Career Services

Career counseling provides assistance with career exploration and decision-making. We review your aptitude, interests, values, and skills. We provide career inventories and tests to help you identify suitable career paths.

Interactive computer programs are available free of charge. These include Washington Occupational Information System (WOIS), and other career guidance programs. These computer systems help you assess your interests, values, and skills, and suggest matching career fields and occupations. Use these systems to search for specific information concerning training, skill needs, rate of pay, job prospects, etc. You usually do not need an appointment.

The Career Center maintains current and detailed reference materials on career information. We also have directories for schools and files on specific occupations. Use these materials on a self-help basis or with staff assistance.

Personal Services

Personal counseling provides assistance with various problems that may interfere with your education. Examples are stress, family and relationship problems, interpersonal conflicts, parenting difficulties, sexuality issues, anxiety, depression, or grief issues.

Workshops are designed to assist you with a variety of topics. We offer them periodically. Watch for announcements about specific topics, dates, and times.

Educational Services

Preadmissions counseling helps you enter college. We provide information about programs, courses, and services.

Educational counseling provides assistance with study skills, academic deficiencies, test anxiety, setting realistic goals, transfer information, program planning, and class scheduling questions.

Test interpretation is provided by the staff for the ASSET and COMPASS placement tests and career inventories (COPS, Strong Interest Inventory, CAI, etc.).
Transfer advising: Faculty advisors are the primary source for assisting you in transferring to a four-year college. Counselors can assist you with additional information. Transfer information sheets and catalogs for two- and four-year colleges in Washington are available in the Career Center. Out-of-state college catalogs may be available in the library or may be accessed through the Web.

Scholarship information: Scholarships offered through Washington State four-year colleges and universities, private organizations and businesses plus a variety of government agencies are on file in the Counseling/Career Center. Eligibility criteria for each scholarship may vary. A staff person can assist you in your research.

If you have not yet graduated from high school, Adult High School Completion may provide options for you. We explain the options and procedures, and assist you in setting a goal that best meets your needs.

Honors and Recognition

Honors Program

The Centralia College Honors Program provides academically talented and motivated students interested in an enriched liberal arts education with the intellectual challenge they desire. Students learn to think more critically, make informed inquiries and explore subjects in greater depth. Those students interested in the program will complete two individual projects under the direction of a faculty mentor and participate in the interdisciplinary honors colloquium.

Phi Theta Kappa

Phi Theta Kappa, Honor Society of the two-year college, accepts students with a 3.4 or higher GPA. Contact the Centralia College advisor to Phi Theta Kappa.

Outstanding Student Award

Any member of the college community may nominate a student for the Outstanding Student Award. You may also nominate yourself. The Outstanding Student Awards are presented at commencement. Contact the Office of the Vice President, Student Services, for a nomination form and information about eligibility and criteria for the award.

All-Washington Academic Team

The Centralia College President names one or two students annually to the All-Washington Academic Team. These students are also nominated for the All-USA Today Academic Team, a national student recognition program. To be eligible for nomination, you must demonstrate academic achievement, community activities, and service to the college while attending Centralia College. Nominations are made during fall quarter.

International Students Programs

The International Students Programs staff helps international students with academic, immigration, career, and personal concerns. We also assist with housing. We locate host families, place students in international houses, and distribute an apartment locator guide. An active international student club organizes social events, educational activities, and service projects. The club introduces international students to American friends and North American culture.

All international students, including those attending the Intensive English Program, are automatically members of the international student club. See www.centralia.edu (click on “International Programs”) for club photos.

As an international student, you must follow immigration regulations. With an F-1 (student visa), you must enroll in and maintain a minimum of 12 credits per term (18 IEP credits), make satisfactory progress toward a degree, and maintain a cumulative grade point average (GPA) of 2.0 (C) or better. Instructors, advisors, and the staff of International Students Programs will help you.

Phoenix Center

The Phoenix Center offers you a chance to overcome barriers, reconstruct your goals, and succeed in your educational endeavors.

The Phoenix Center is located in the Kirk Library and offers a variety of courses for academic skill development and self-improvement. Courses are provided in the following formats: lecture, lecture/laboratory, and laboratory. Many courses allow for continuous enrollment, which allows students to register throughout each quarter to meet a variety of student needs and skill levels.

The Phoenix Center provides testing services for: college placement, ABE/ESL/International Student/Precollege program diagnosis/placement, financial aid ability-to-benefit, preGED, GED, and eLearning courses. Testing accommodations are provided if you have a documented disability. Visit the Office of Disability Services to find out more about services to students with disabilities.

The Phoenix Center provides free tutorial services. Tutoring services are available to all students in almost every class taught at Centralia College. The Phoenix Center, the student government, and the Instruction Office cooperatively sponsor the Peer Tutoring Program.

Instructional Support

Math Center

Students can receive assistance in mathematics at the Math Center. This multi-purpose resource center provides an environment for students to meet and work under the guidance of Math department faculty in order to prepare for quizzes and exams, share study strategies, and gain self-confidence. The Math Center also offers workshops on specialized topics.

The Math Center is located in Kemp Hall, room 103.

Writing Center

Students can receive assistance with writing at the Writing Center. This nurturing environment provides students an opportunity to meet and work under the guidance of English Department faculty. The Writing Center is coordinated by the English Department faculty and is staffed by students and volunteers. The Writing Center also offers workshops on specialized topics.

The Writing Center is located in Kemp Hall, room 105.

Students can also receive writing assistance online through the Washington Online Writing Lab. Students can access self-help resources and submit their draft for review by a writing tutor. The website is: http://owl.waol.org/
Open D.O.O.R. Diversity Center

The Open D.O.O.R. Diversity Center serves students by providing bilingual services, mentoring and advocacy. The mission of the center is to provide services to recruit, retain and graduate underrepresented student populations.

The Open D.O.O.R. Diversity Center is located in the Kirk Library.

Peer Tutoring

Peer tutoring is an instructional support technique used successfully with students at all levels. Peer tutors help those who need help in mastering a subject area. Tutoring can help strengthen and improve students’ academic abilities and achievement. Upon request, and with faculty approval, tutoring is available for most classes currently taught at Centralia College.

Peer tutoring services are offered thru the Phoenix Center in the Kirk Library. Peer tutoring is free to registered Centralia College students. To apply for tutoring or to be a peer tutor, a student needs to complete an application form that is available in the Phoenix Center and obtain approval from his/her instructor.

Free online tutoring is available for a variety of subjects. Visit http://www.centralia.edu/students/tutoring.html to access this service 24 hours a day.

Library and eLearning

The Kirk Library provides a broad array of print and digital information resources. Additionally, the library provides access to computers with the full Microsoft Office suite. The Kirk Library website, http://library.centralia.edu, is the gateway to information resources and academic research tools. Access to the library catalog of books and multimedia materials, high-quality databases, and research aids are available 24/7. Currently enrolled students may borrow materials by showing photo identification. Librarians and staff are available to assist library users in locating information and conducting research. Librarians are available in person, or online 24/7 through the library’s live chat reference service. Visit the library’s web page to request assistance or call (360) 736-9391 x241 or email librarian@centralia.edu.

The eLearning department provides assistance to all students with using online learning platforms, such as ANGEL or Elluminate. Students can also access online learning support tools such as online tutoring and the online writing lab. Visit the Centralia College Online website to connect to these services: http://cconline.centralia.edu. The eLearning department can be contacted at (360) 736-9391 x374 or by email at elearning@centralia.edu.

Parking

All vehicles parking in Centralia College parking lots must have a valid Centralia College decal. Decals for students and staff vehicles are available at the Information Desk in the Student Center. The decal for the first vehicle is available at no charge. Additional decals are available for at a modest cost.

We make provisions for physically disabled employees, visitors, and students. If you are a visitor requiring parking for longer than 30 minutes, you may obtain a Guest Permit at Central Services. This permit is valid in any undesignated on-campus parking spaces.

Park your bicycles in bicycle racks. You may not bring your bicycle into buildings.

Violation of parking and traffic rules may result in fines or other penalties. We may withhold your official transcripts until you pay your fines.

Sports Programs

Intercollegiate Athletics

Centralia College is a member of the Northwest Athletic Association of Community Colleges (NWAACC). Our teams are known as the Trailblazers. The comprehensive intercollegiate athletic program provides competition for both men and women students and is gaining an enviable record in all league competition. The athletic program offers you an opportunity to participate in the following varsity team sports:

- Baseball – Men
- Basketball – Men and Women
- Golf – Women
- Softball (fast pitch) – Women
- Volleyball – Women

Contact the Centralia College Athletic Department for more information (360) 736-9391, ext. 307.

Student Job Center

If you need help seeking part- or full-time employment, our on-campus Student Job Center provides free job search assistance. We will help you to find a position on or off campus to help you earn money while in college.

Student Job Center personnel assist you with all aspects of job search, including developing résumés, application letters, learning about labor market information, and preparing for job interviews.
Students with Disabilities

Centralia College complies with Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and all other applicable state and federal regulations that prohibit discrimination on the basis of disability.

If you have a disability and wish assistance, contact the Disability Services Office at least six weeks before the start of the quarter. We determine accommodations on an individual basis. We require current documentation (not older than three years) by a qualified professional who can document your disability. For accommodations for special events or activities, request accommodations early enough for us to review documentation and arrange for accommodations. Call (360) 736-9391, ext. 320.

Student Life and Involvement Center (SLIC)

How to Get Involved

The Student Life and Involvement Center provides a variety of activities and programs to expand learning and meet new friends.

If you enroll and pay Service and Activities fees, you are automatically a member of the Associated Students of Centralia College (ASCC). You are entitled to an ASCC identification card. With this card, you may have reduced or free admission to many college events. The first card is free; replacements cost $5 each.

The ASCC is responsible for electing students to serve on the Student Government. The ASCC Student Government, Admission and Activities Team, and Student Life and Involvement Center is located in the Student Center Building. The Student Center Building also provides an opportunity to meet and relax in the TV lounge area.

Student Admissions and Activities Team (SAAT)

The Student Admissions and Activities Team (SAAT) plans and presents events that focus on cultural, social, recreational, educational, and ethnic topics for students in the community. Activities include films, speakers, performing arts, midday entertainment, and sponsored trips. As a member of SAAT, you do outreach to area high schools by providing admissions information. If you are interested in serving on SAAT, you need to apply. Applications and further information are available in the Student Life and Involvement Center in the Student Center Building.

Student Government

Centralia College recognizes the ASCC Student Government as a part of the college’s governance structure. The ASCC Student Government serves as the recognized representative of Centralia College students. The constitution and bylaws are available in the Student Government offices and Student Programs Office in the Student Center. Opportunities are available for you to become involved in the governance process by serving on college committees. The Student Government will appoint you to serve on the Student Services and Activities Fee Budget Committee, Instructional Council, Student Policy Council, Student Judicial Board, and other task forces or committees.

Clubs and Organizations

Student clubs and organizations offer opportunities for you to meet new friends, satisfy special interests, and contribute to campus life. Students can organize and join associations to promote their special interests. Current active groups include: Students 4 Christ Club, The Electronics Club, Phi Theta Kappa, Nursing, KCED Radio, Business Management Association, The blue&gold (student online newspaper), and The Players Club. Other groups include: International Student Club, Diesel Technology Club, East County Organization of Students, and Pro Musica. For a complete list, contact the ASCC Student Government. Application packets for forming a new club or organization are available in the Student Life and Involvement Center and ASCC Office.

Student Rights and Responsibilities

The college has established policies providing for the rights and responsibilities of students. Copies of this code (WAC 132L-120) are available from the SLIC or the Vice President, Student Services Office.

This is a summary of the Student Rights and Responsibilities Code. It is not a complete summary and does not replace the actual code. You should refer to the code itself for a complete understanding of its content.

1. Centralia College has this code to help fulfill its mission. See WAC 132L-120-010.

2. If you violate this code, Centralia College can discipline you. See WAC 132L-120-010.
3. Some words in the code have technical or special meanings. These are defined. See WAC 132L-120-15.
4. You are accountable for your behavior both on and off campus. See WAC 132L-120-030.
5. You have constitutional rights. See WAC 132L-120-040.
6. You have these freedoms: access, association, press, speech, assembly, due process, and other rights. You are also protected from unlawful discrimination, sexual harassment, and unreasonable search. See WAC 132L-120-070.
7. You should take an active role in your learning, obey the law, and follow college rules. See WAC 132L-120-080.
8. Do not hurt, intimidate, or bother people. See WAC 132L-120-080.
11. Do not steal or cause damage to other people’s property. See WAC 132L-120-080.
12. Do not go where you are not supposed to. See WAC 132L-120-080.
13. Do not abuse computers, telephones or other electronic equipment; do not use them to break the law or to bother people. See WAC 132L-120-080.
15. Hazing is prohibited. See WAC 132L-120-080.
16. If you disrupt the classroom, the faculty member may remove you for that day. The same thing could happen if you disrupt an office. You can also be disciplined further. See WAC 132L-120-080.
17. If you violate the code, you can receive anything from a warning to dismissal. You can also be fined or have other restrictions placed on you. See WAC 132L-120-100.
18. If you are a threat to people, you will be suspended immediately. You would get a hearing later. See WAC 132L-120-110.
19. If you are accused of violating this code, you will be summoned to an initial hearing. See WAC 132L-120-120.
20. You can appeal decisions to the judicial board, then to the president. See WAC 132L-120-140.
21. There are rules about how the judicial board conducts its process and handles records. You can have an attorney represent you. See WAC 132L-120-150.
22. There are rules about how the judicial board considers evidence. The College has to prove its case by a preponderance of evidence. See WAC 132L-120-160.
23. There are rules about what the judicial board can do, and how it communicates its results. See WAC 132L-120-170.
24. There are rules about how and when to appeal to the president. See WAC 132L-120-180 to 190.
25. There are rules about how this code is changed. WAC 132L-120-200 to 220.

TRiO Programs

Three federally funded TRiO programs, Upward Bound, Talent Search, and Student Support Services, provide support services to help those who are first-generation college-bound students whose parents meet federal income guidelines. The programs assist students as they prepare for college, attend college, and transfer to a four-year college or university.

Educational Talent Search
This program helps young people in grades 6-12 as they explore their career and educational options beyond high school.

Upward Bound
This program provides academic assistance for those in grades 9-12 as they prepare for success in college.

Student Support Services
This program provides a variety of levels of support to help students stay in college, graduate and transfer to a four-year college.

TRiO programs offer these services
• Academic and career planning assistance
• Assistance in completing college admission, scholarship, and financial aid applications
• Assistance in preparing for college entrance examinations
• Textbook loans
• Transfer information, planning, and college visits
• Mentoring and tutoring
• Cultural enrichment activities; cultural enrichment activities
• Workshops/conferences and campus tours for you and your parents

TRiO programs are located in the Student Services Center.
Phone (360) 736-9391, ext. 201. Visit our Web site at: www.centralia.edu/sss

Technology Resources
The college provides a wide range of computing resources and Internet services to students, faculty, and staff. There are general-purpose computer labs with Windows-based PCs equipped with a variety of software applications. There are specialty labs supporting various programs including computer graphics, music, electronics, computer science, and civil engineering.

As a student, you have access to Web and e-mail services through Centralia College. You must sign a current Centralia College Network and Electronic Mail Acceptable Use Policy agreement before e-mail accounts will be activated.

A high-speed interactive videoconference classroom is available to allow collaboration in real time without regard to distance or boundaries.
eLearning Courses

eCorrespondence Courses

eCorrespondence courses allow you to complete coursework on a self-paced schedule. You can register up until the 35th class day of each quarter. There are no due dates for assignments and you have up to two quarters to complete a course. If you receive Financial Aid you should check about your eligibility to complete in two quarters. Your course material is available online, and you’ll turn in your homework online, as well. Get started at http://cconline.centralia.edu.

Online Courses

Online course are dynamic and interactive virtual classrooms where you can login any time, day or night. You will have the flexibility of working in your online classroom when it’s convenient for you, but there are assignments, class start and end dates, and due dates. Plan on logging in regularly to interact with the instructor and other students. Get started at http://cconline.centralia.edu.

Hybrid Courses

Hybrid courses replace in-class time with online time. For example, a 5-credit class may meet on campus 2 hours a week and conduct the rest of the week’s learning activities online. Get started at http://cconline.centralia.edu.

Web-enhanced Courses

Web-enhanced courses are simply courses that meet 100% of the class time on campus but include resources or other activities online. For example, you may take a 5-credit class that meets 5 hours a week on campus, but you can access multimedia materials, practice quizzes or get extra help online. Many of our classes at Centralia College are web-enhanced.

Extended Learning

Apprenticeship Programs

Apprenticeship courses are offered in cooperation with local joint training commissions or with approval of L&I. Apprentices must be in an approved training program.

Tech Prep Programs

Tech Prep is a federally funded program that enables high school students to earn college credit in selected high school vocational courses. Upon graduation students can use their credits toward completion of a college technical program or to seek employment.

Certificate Programs

Centralia College offers several vocational certificate programs. Contact Centralia College Workforce Education Office for further information.

Continuing Education

A variety of non-credit classes and workshops are offered throughout the year. These classes are self-supporting and are offered at various times and places. The classes are designed for personal enrichment and/or job advancement. The Office of Continuing Education also develops and coordinates training for business and industry in the local community.

Consult the quarterly schedule of classes or contact the Office of Continuing Education for current offerings or training needs. For information on Continuing Education classes please call (360) 736-9391, ext. 331.

Fire Command

A career firefighter or volunteer may earn an Associate in Technical Arts Degree by combining Washington State Fire Service Training with Centralia College classes. Contact Centralia College Dean of Workforce Education for further information.

Law Enforcement

An individual employed in Law Enforcement may earn an Associate in Technical Arts Degree by combining courses offered through the Criminal Justice Training Commission with Centralia College courses. Contact Centralia College Dean of Workforce Education for further information.

Senior College/Lifelong Learning

Enrich your life and exercise your love of learning through Lifelong Learning. These classes are small, not graded, and are geared to the interests, lifestyles, and pocketbooks of older adults.

For more information regarding Senior College and Lifelong Learning, contact the Office of Continuing Education, (360) 736-9391, ext. 331.

Night, Weekend & eLearning Classes

If commitments to a job or other obligations have prevented you from completing a college degree, certificate program, or attending classes for professional development or personal enrichment, Centralia College evening, weekend, and eLearning (online) classes may be what you need. This program may allow you to stay with your job while taking classes during your free time.
Centralia College East

701 Airport Way
P.O. Box 147
Morton, WA 98356

E-mail: lschinnell@centralia.edu
College Web site: www.centralia.edu/cce

Phone: (360) 496-5022 or (360) 736-9391, extension 380

Centralia College East (CCEast), located in Morton, represents Centralia College’s dedication to meeting educational needs of the residents of central and eastern Lewis County. CCEast provides registration services, educational advising and tutoring, Running Start, career counseling, assistance with financial aid, adult literacy tutoring, GED, T.E.E.N. program for pregnant and parenting teens, career and placement testing and online access to Centralia College’s library resources. Some classes connect students to the Centralia campus via interactive video. The CCEast Organization of Students offers leadership development as well as activities for students.

The mission of Centralia College East is to provide an environment that nurtures learning by providing:

- Basic skill development
- Local access to resources for technical training
- Associate degree programs
- Lifelong learning opportunities to help students attain personal, family, and career goals
- Student-centered support services
- Cultural activities for the community

It is possible to complete the following degrees by enrolling in a combination of eLearning (online), evening and weekend classes.

**Degrees**

- Associate in Arts
- Associate in Applied Science - Transfer, Accounting
- Associate in Technical Arts - Criminal Justice
- Associate in Technical Arts - Power Plant Operations
- Associate in Technical Arts - Office Technology*
- Associate in Applied Science, Transfer - Business Administration

**Certificates**

- Accounting Clerk
- Corrections
- Forensics Investigation and Crime Scene Technology
- Medical Billing*

*Some correspondence courses may be needed to complete certificates or degrees

**ADVISING NOTE:** Many majors at four-year colleges require you to take certain courses as part of your AA degree. These courses may not be readily available evenings. Please check with your advisor.

**Centralia College East**

701 Airport Way
P.O. Box 147
Morton, WA 98356

E-mail: lschinnell@centralia.edu
College Web site: www.centralia.edu/cce

Phone: (360) 496-5022 or (360) 736-9391, extension 380

Centralia College East (CCEast), located in Morton, represents Centralia College’s dedication to meeting educational needs of the residents of central and eastern Lewis County. CCEast provides registration services, educational advising and tutoring, Running Start, career counseling, assistance with financial aid, adult literacy tutoring, GED, T.E.E.N. program for pregnant and parenting teens, career and placement testing and online access to Centralia College’s library resources. Some classes connect students to the Centralia campus via interactive video. The CCEast Organization of Students offers leadership development as well as activities for students.

The mission of Centralia College East is to provide an environment that nurtures learning by providing:

- Basic skill development
- Local access to resources for technical training
- Associate degree programs
- Lifelong learning opportunities to help students attain personal, family, and career goals
- Student-centered support services
- Cultural activities for the community

**Associate in Arts Degree Program**

Academic classes offered at CCEast enable you to complete a Centralia College Associate in Arts degree in two years. Both day and evening classes are available.

**Associate in Technical Arts Coursework**

At CCEast, students may participate in the Natural Resources-Forestry Technician program, a collaboration with Grays Harbor College, to earn an Associate in Applied Science degree. If you choose to earn the Office Assistant degree or certificate, you can complete required courses at CCEast. If you plan to enter other professional/technical programs, such as Nursing, Civil Engineering Technology, or Diesel Technology, you may take prerequisite and support courses at Centralia College East.

**Business/Computer Training Program**

You can develop computer-based skills in CCEast’s technologically-current computer lab. Classes such as Web Page Design, Microsoft Office, and Computer Graphics are offered regularly.

**Skill Development Program**

You may preview skills in math, English, or reading at whatever level you need. GED preparation and High School Completion courses are individualized and self-paced.

**Other Offerings**

CCEast offers personal enrichment opportunities for credit and non-credit, including an array of Adult Special Interest classes and the summer musical performed at the Roxy Theater in Morton.

**Garrett Heyns Education Center**

Centralia College has operated the Garrett Heyns Education Center at the Washington State Corrections Center in Shelton since 1975. The program operates under an agreement between the Washington State Department of Corrections and Community College District 12. Garrett Heyns is considered a branch campus of Centralia College. As such, it adheres to Centralia College’s requirements and standards, and is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

**Cooperative Education**

Cooperative Education is a partnership involving Centralia College, students, and employers from the community working together to extend classroom learning to the workplace. We can help to place you in a job relating to your field of study or career plan.

Cooperative Education personnel will interview you and assist you in locating an appropriate co-op experience. If you are already employed, you may be interviewed to determine eligibility for Cooperative Education. After securing an appropriate placement, you will meet with co-op personnel who will enroll you in a Cooperative Work Experience course. In addition, a Work Experience Seminar is required either prior to or concurrent with all cooperative work experiences.
Centralia College has given us an opportunity to get to know people, and we have enjoyed that. The people around us have been very friendly. Most of all, the teachers have been great; they work with us and give us lots of individual help in our studies.

– Jabril Gude

(One of the Lost Boys of Sudan)
Degrees/Certificates

Centralia College offers different degrees to meet varied student needs. All associate degrees require a minimum of 90 credits. Students must complete the last 15 credits or 35 of the final 45 credits at Centralia College to be eligible for a degree from Centralia College. It is possible to earn a second degree if you satisfy all the requirements of both degrees.

General Transfer degrees are accepted by all state colleges and universities in Washington State through formal agreements, including the Direct Transfer Agreement (DTA), between the universities and the community college system. Students who complete a General Transfer degree will, upon acceptance to a Washington State public or signatory private college or university, be granted transfer credit for a minimum of 90 credits taken to earn that degree. Centralia College General Transfer degrees include:

- Associate in Arts and derivative degrees
- Associate in Science and derivative degrees
- Limited Transfer degrees may be accepted by select baccalaureate institutions, but there is no state-wide agreement guaranteeing 90 credits will be accepted in transfer. Depending upon the institution, students may have their credits evaluated on a course by course basis. Centralia College Limited Transfer degrees include:
  - Associate in Applied Science – Transfer
  - Workforce Education degrees are designed to provide detailed skills related to a profession and are not primarily intended for transfer.

Some institutions do accept these degrees under an “upside down” model that allows the student to do content specific work in the first two years and round out his or her education by completing general university requirements (GURs) in the second two years of the baccalaureate. Centralia College Workforce Education degrees include:

- Associate in Applied Science
- Associate in Technical Arts

The General Studies degree allows the student more latitude in designing a degree based upon personal interests, but does not necessarily meet the requirements for direct transfer. As with all degrees not designated as General Transfer, there is no guaranteed all 90 credits required for the degree will transfer.

Certificates of Proficiency are Workforce Education programs that require at least 45 credits and which provide job specific skills.

Certificates of Completion are similar to Certificates of Proficiency except requiring less than 45 credits.

High School Diplomas and GEDs can be obtained by meeting all requirements for the Centralia College High School Diploma or by passing the GED tests.

Educational Outcomes

Student learning is central to the college’s mission. All degrees offered by Centralia College are designed to provide experiences that lead to the attainment of general education outcomes as embodied in the following Learning Themes:

Reasoning: The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method.

Written, Oral and Visual Communication: The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.

Exploration – Self and Others: An awareness of the values, beliefs, customs, and contributions from one’s own and other traditions, ethnicities, classes and genders.

Resourcefulness: The ability to adapt to change, such as technological innovations or environmental conditions.

Responsibility: The ability to be accountable to self, society, and the natural world.

To support the attainment of these general educational outcomes, instruction in major areas of inquiry is required for all degrees. The transfer degrees include courses in the Distribution Areas of communication, quantitative skills, humanities, social sciences, natural sciences, diversity, and health and fitness. Workforce Education degrees and certificates of proficiency achieve this end through the inclusion of related instruction in communication, computation, human relations, and health and fitness.

Program Outcomes

Distribution Area Outcomes, found at the end of this section, define the program outcomes for degrees based on the Direct Transfer Agreement (DTA) and Associate in Science. In addition to the general outcomes, individual transfer programs have content included to prepare students for success in that field.

Each Workforce Education degree or certificate includes courses that enable students to achieve profession-specific learning outcomes. These program outcomes are listed on the program pages on the college Web site.
General Transfer Degrees

Associate in Arts Degree

In addition to the general requirements listed below, derivative programs may have additional requirements as listed in the programs of study in the next section. The Associate in Arts degree represents the broad knowledge generally acquired in the first two years of a four-year program leading to a Bachelor of Arts degree. When you have earned the AA, you may transfer to a baccalaureate institution within the state of Washington with assurance that you have satisfied all or most of the basic requirements (General University Requirements/Distribution Requirements). This means, generally, that AA transfer students can begin work on their specialized, major-area course work as soon as they transfer.

Degree requirements:
To qualify for an Associate in Arts degree, you must complete a minimum of 90 credits in courses numbered 100 or above, with a cumulative grade point average (GPA) of at least 2.0 (“C” average).

The 90 credits must include the following:

Core Skills 15 credits
a. Communication Skills 10 credits
   ENGL& 101
   ENGL 102
b. Quantitative Skills 5 credits

Humanities 15 credits
Select from at least three of the disciplines listed on the distribution list. No more than 5 credits in foreign language at the 100 level may apply.

Social Sciences 15 credits
Select from at least three disciplines listed on the distribution list.

Natural Sciences 15 credits
a. Select from at least three disciplines on the distribution list.
   b. Include at least one laboratory course.

Health and Fitness 3 credits
Selected from either discipline listed on the distribution list.

Diversity 3 credits
A 3 to 5 credit course listed as a Diversity (D) course. Diversity courses may carry another distribution designation that can be counted toward both distribution requirements.

Academic Electives 27 credits
A minimum of 27 elective credits are required. Elective courses may be selected to satisfy major emphasis requirements (see program summaries section), or to satisfy department requirements of the college/university you have chosen for transfer. If desired, you may include up to a maximum of 15 credits from courses numbered 100 and above that are not included on the ICRC approved electives list. A maximum of six (6) PE credits may be included in the AA degree.

Three (3) must carry Health and Fitness distribution and an additional three (3) credits may be counted as electives.

Associate in Science Degree

The Associate in Science degree represents attainments generally required by four-year colleges and universities for pre-professional programs in scientific disciplines. The need for early concentration on coursework in the chosen scientific major diminishes the general educational experience demonstrated by the Associate in Arts degree.

By working with an advisor in the completion of one of the two Associate in Science tracks, you can transfer to one of the Washington state baccalaureate institutions with reasonable assurance that you have completed all or most of the prerequisite courses for the targeted science major.

Degree requirements:
1. A minimum of 90 credits is required for the degree.
2. A minimum grade point average (GPA) of 2.0 (“C” average) is required for the degree.
3. Students completing this Associate in Science will receive the same priority consideration for admission to most Washington state baccalaureate institutions as they would for completing the direct transfer associate in arts degree and will be given junior status by the receiving institution.
4. Additional general education requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
5. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.

Courses for programs of study fall into two tracks that are listed in the program section of this catalog. These programs are designed to match specific major requirements and also to meet the general distribution requirements listed below:

Core Skills 15 credits
a. Communication Skills 10 credits
   ENGL& 101
b. Quantitative Skills 5 credits
   MATH& 151
   MATH& 152

Humanities & Social Sciences 15 credits
Select from at least three disciplines listed on the distribution list with at least 5 credits from humanities (H) and 5 credits from social sciences (SS). The remaining 5 credits can be from either category.

Health and Fitness 3 credits
Select three (3) credits from the list of courses approved for health and fitness (HF) distribution.

Diversity 3-5 credits
A 3 to 5 credit course listed as a Diversity (D) course. Diversity courses may carry another distribution designation that can be counted toward both distribution requirements.

Track I - Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, Earth Science, Chemistry, Biology and General Science Education

Core Requirements: 46-54 credits
a. CHEM& 161, 162, 163
b. MATH& 146 or MATH& 163
c. BIOL& 221, 222, 223 or PHYS& 221, 222, 223
d. Additional requirements: 10 – 18 science credits from courses normally taken by science majors, preferably in a 2 or 3 quarter sequence (biology majors should select physics or organic chemistry).

Remaining Credits: 3–11 credits

Track II - Atmospheric Science, Computer Science, Engineering, Physics and Physics Education

Core Requirements: 30 credits
a. PHYS& 221, 222, 223
b. CHEM& 161
c. Computer programming (4 credits minimum)
d. MATH& 163 or MATH& 146

Remaining Credits: 27 credits
Electives up to a maximum of 15 credits from courses numbered 100 or above that are not included on the ICRC approved electives list should be planned with the help of an advisor, based on the requirements of the specific discipline at the baccalaureate institution you wish to attend and using the programs listed later in this catalog.
Associate in Liberal Arts Degree
The Associate in Liberal Arts degree provides a broad background of knowledge rather than a course of study narrowly focused on preparation for a specific field of employment or profession. This degree develops reasoning, judgment, and expression abilities that are desirable no matter what you do in life. When you have earned the ALA degree, you may transfer to a baccalaureate institution within the state of Washington with assurance that you have satisfied all or most of the basic requirements (General University Requirements). This means, generally, that the ALA transfer student can begin work on their specialized, major course work as soon as they transfer.

Degree requirements:
To qualify for this degree you must complete a minimum of 93 credits in courses numbered 100 or above, with a cumulative grade point average (GPA) of at least 3.0 (“B” average).

The 93 credits must include the following:

Core Skills 15 credits
a. Communication Skills 10 credits
   ENGL 101
   ENGL 102
b. Quantitative Skills 5 credits
   Any (M) designated math course numbered 131 or higher.

Foreign Languages 15 credits
Fifteen (15) credits in one foreign language, five (5) of which count toward Humanities Distribution.

Health and Fitness 3 credits
Three (3) credits from the list of courses approved for Health and Fitness distribution.

Humanities 20 credits
A minimum of twenty (20) credits in humanities, including one course from at least three of these subjects: Art, Drama, Literature, Music, Philosophy. No more than five (5) credits from performance/skill courses. Five (5) credits of Foreign Language count toward Humanities. Select courses from the distribution list.

Natural Science 20 credits
At least twenty (20) credits in Math/Science, including at least ten (10) credits in laboratory science or one course each from at least three of the following subjects: Astronomy, Biology, Botany, Chemistry, Forensic Science, Geography, Geology, Mathematics, Oceanography, Philosophy, Physics, Zoology.

Social Sciences 20 credits
At least twenty (20) credits in social sciences, including one course from at least three of these subjects: Anthropology, Sociology, Psychology, History, Economics, Political Science.

Diversity 3-5 credits
A 3 to 5 credit course listed as a Diversity (D) course. Diversity courses may carry another distribution designation that can be counted toward both distribution requirements.

Major Related Programs
In addition to the transfer degrees listed above, the college offers degrees derived from both the Associate in Arts degree (AA) and the Associate in Science degree (AS). These degrees have been developed through collaboration between the State Board for Community and Technical Colleges (SBCTC) and the public colleges and universities in Washington State. These degrees may have specific requirements beyond those required by the AA or AS as listed in the program plan.

Limited Transfer Degrees

Associate in Applied Science-Transfer
The Associate in Applied Science-Transfer degree is for transfer to schools offering baccalaureates in applied science. This degree combines the technical focus of the Associate in Technical Arts with a minimum of 20 credits of transferable academic courses. This degree is not generally transferable. If transfer is your intent you should work with your advisor to make sure this is the degree for you.

Degree Requirements:
To qualify for the degree you must complete a minimum of 90 credits in subjects numbered 100 or above. You must also achieve a grade point average (GPA) of at least 2.0 (“C” average).

Your courses must be selected in accordance with a college programs of study. Check with an advisor for a current list of programs. These programs are designed to incorporate specific and major requirements as well as meet general education and related instruction requirements. The program must include:

a. English Communications
   ENGL 101
   5 credits
b. Quantitative Reasoning
   (see distribution list)
   5 credits
c. Humanities & Social Science
   (see distribution list)
   10 credits
d. Health & Fitness
   (see distribution list)
   3 credits

Workforce Degrees

Associate in Technical Arts Degree & Associate in Applied Science Degree
If your plan is to prepare to compete for employment in an occupational field, you may choose to earn an Associate in Technical Arts or an Associate in Applied Science degree. Since this degree concentrates on a particular trade or skill, it does not have broad general education requirements.

Whether a technical course will transfer or count as a degree requirement for a baccalaureate degree is at the discretion of the transfer college or university.

Degree requirements:
To qualify for the Associate in Technical Arts or Associate in Applied Science degree, you must complete a minimum of 90 credits in subjects numbered 100 or above. You must also achieve a grade point average (GPA) of at least 2.0 (“C” average).

Your courses must be selected in accordance with one of the programs of study outlined in the program section of this catalog. The programs of study are designed to incorporate specific major requirements and also to meet the general distribution requirements listed below.

The 90 credits must include the following related instruction minimum requirements:

a. Written Communication Skills 3 credits
b. Health and Fitness 3 credits
   from list of approved health or P.E. courses in Health and Fitness distribution (HF)
c. Computation Skills 3 credits
d. Human Relations 3 credits

Occupational Major
Programs vary in total credits necessary to obtain a degree, although the minimum requirement is 90 credits. Core program credits are designed to meet occupational skills standards.

Associate in General Studies Degree
The Associate in General Studies degree is designed for those students who do not wish to transfer to a four-year college or pursue an Associate in Technical Arts degree in a specific occupational area. It is a terminal degree with emphasis on improvement of basic skills, general knowledge in the areas of humanities, natural science and social science, and some specialty of your choice. This degree is designed to prepare the student to lead a full and useful life.

To qualify for the Associate in General Studies degree you must complete 90 credits in courses numbered 100 or above, with a cumulative grade point average of at least 2.0 (“C” average).

The 90 credits must include the following:

• Forty-three (43) credits taken in communication skills, humanities, math/natural sciences, social sciences, and health and fitness consisting of the following:
  a. A minimum of ten (10) credits in communication skills, ENGL 101 and ENGL 102.
  b. A minimum of ten (10) credits in each of the three general areas of knowledge (humanities, math/natural sciences, and social sciences). See the AA distribution list.
  c. Three (3) credits from the list of courses approved for Health and Fitness distribution.
• An additional forty-seven (47) credits which you choose to satisfy your own educational plans or interests. Your choices can be occupational, personal enjoyment, physical education, or academic courses.

Certificates and Programs
Certificates of Completion
You may be awarded a certificate of completion by successfully completing a set group of courses from a professional/technical program. These certificates require significantly fewer credits than a certificate of proficiency. The courses tend to concentrate on one set of skills.

Certificates of Proficiency
You may earn a Certificate of Proficiency by completing a professional/technical program which requires a minimum of 45 credits, includes related instruction, and a grade point average (GPA) of at least 2.0 ("C"). Certificates of Proficiency are awarded in these programs:

- Accounting Clerk
- Automation Maintenance Technician
- Child Care Specialist
- Forensic Investigation
- Individualized Certificate Program (ICP)
- Legal Office Assistant
- Medical Office Assistant
- Office Assistant
- Retail Management
- Welding

High School Completion Program
The High School Completion program is for students who have not completed high school, regardless of educational level, and who wish to earn a high school diploma. We serve these students in the following ways:

1. Students attending a public or private high school may earn credits by attending Centralia College, and those credits may be applied at the home high school. These students pay full tuition if under age 19.

2. Students under age 19 who are not attending a high school may register for classes with either the permission of the high school district they live in or the high school district they last attended. These students pay full tuition and earn credits toward a Centralia College high school diploma.

3. Students age 19 and over who are not attending high school may register for classes at reduced tuition and earn credits toward a Centralia College high school diploma.

For more information about the High School Completion Program, contact the Phoenix Center at 360-736-9391, ext. 216.

G.E.D. High School Equivalency
As an official GED (General Equivalent Development) testing center, Centralia College administers GED tests under contract with the GED Testing Service of the American Council of Education. The GED consists of five separate tests covering the areas of writing, social studies, sciences, literature and mathematics. The GED measures the academic ability of adults who have not completed a formal high school education.

Students must be at least 16 years old to participate in the program. Students between 16 and 19 years of age must have on file at Centralia College a “Request for Approval to Test for Certificate on Educational Competence” form, (SBCTC/GED 1000) signed by a local school official, or if home schooled, a notarized release form (SBCTC/GED 2000) signed by the parent before beginning the program. These forms may be obtained from the high school counselor from the last high school the student attended, or from the district in which the student resides. Students 19 and over do not need these forms.

The program maintains an open enrollment policy, and all classes and pre-testing for readiness and/or class placement are available at the Phoenix Center in the Library Building on the Centralia College campus, Centralia College East, and selected locations. Students who GED test at Centralia College must:

1. Make an appointment for testing.
2. Provide picture identification and a Social Security number.
3. Provide “Request for Approval to Test for Certificate” form SBCTC/GED 1000 obtained from and completed by a high school counselor or administrator if under 19.

For additional information regarding age limits, fees, testing times and preparation, contact the Learning Resource Center or Centralia College East, (360) 736-9391, ext. 216 or ext. 380 in Morton.

Adult Basic Education
The Adult Basic Education program is for students who have not completed high school or whose skill level in reading, writing, or mathematics is 8th grade level or below. Preparation for GED testing, as well as basic computer applications, are included. Students under 19 years of age must provide a high school release form from the last high school attended or from the district in which the student currently resides. Students must be at least 16 years old. Students who have not completed high school or whose skill level in reading, writing, or mathematics is 8th grade level or below. Preparation for GED testing, as well as basic computer applications, are included. Students under 19 years of age must provide a high school release form from the last high school attended or from the district in which the student currently resides. Students must be at least 16 years old.

Distribution Area Outcomes & Courses
In this catalog, courses that satisfy distribution requirements are identified by a capital letter at the end of the course description. Use the following guide to identify the distribution categories:

- C = Communication
- H = Humanities
- M = Mathematics/Quantitative Skills
- SS = Social Science
- S = Science
- HF = Health and Fitness
- D = Diversity

Distribution Requirements (also known as General University Requirements or GURs) are part of each transfer degree. Courses that fulfill Distribution Requirements meet specific criteria listed below:
Core Requirements

Communication Skills (C)
1. The course carries three or more credits.
2. The course objectives address three or more of the following outcomes. Upon completing designated courses, students should be able to:
   - Recognize structures and modes of development that are used to inform, persuade, or entertain (Themes: Communication & Responsibility).
   - Apply analytical thinking to reading, writing, revising, and discussion activities (Themes: Reasoning, Communication and Responsibility).
   - Prepare clearly organized and well-supported written works, including specific documentation formats, which meet the conventions of assignments (Themes: Communication & Reasoning).
   - Collaborate with others respectfully and with attention to guidelines given for various projects (Themes: Responsibility & Exploration of Self and Others).
   - Discuss and respond to writings drawn from diverse traditions, ethnicities, cultures, classes, and genders (Themes: Exploration of Self and Others).
   - Access and utilize appropriate technologies and library resources in the preparation of written and oral projects (Themes: Resourcefulness, Responsibility, and Communication).

ENGL
&101  English Composition I  
&102  English Composition II  
&235  Technical & Professional Writing  

Quantitative Skills (M)
1. The prerequisite for the course is Algebra II (MATH 099 or equivalent).
2. The course objectives address the following outcomes. Upon completing designated courses, students should be able to:
   - Recognize and then apply mathematical concepts to personal, professional and scientific situations. (Theme: Reasoning)
   - Communicate ideas through mathematics graphically, symbolically, numerically and verbally with clarity and accuracy. (Theme: Written, Oral, and Visual Communication)
   - Utilize technology as a tool in the application of mathematical concepts. (Theme: Resourcefulness)

MATH
&107  Math in Society  
115  College Algebra  
118  Linear Algebra  
131  Math for Elementary Education I  
&132  Math for Elementary Education II  
&135  Pre-Calculus Refresher  
&141  Pre-Calculus I  
&142  Pre-Calculus II  
&146  Intro to Statistics  
150  Survey of Calculus  
&151  Calculus I

&152  Calculus II  
228  Discrete Mathematics  
PHIL  &106  Intro to Logic  

Other Requirements

Humanities (H)
1. The course carries three or more credits.
2. The course objectives address three or more of the following outcomes. Upon completing designated courses, students should be able to:
   - Demonstrate an appreciation of the manner in which language, philosophy, and/or the arts influence and interact with the cultures in which they exist (Themes: Reasoning & Exploration).
   - Assess the significance and value of the record of human creativity (Themes: Reasoning & Communication).
   - Articulate the roles, purposes, and functions of the Humanities using discipline specific vocabulary (Themes: Communication & Reasoning).
   - Recognize and apply the discipline-specific structures used to communicate critically and/or creatively (Themes: Reasoning & Communication).
   - Explore the humanities as a vehicle for increased understanding of social issues that face individuals and their communities and cultures (Themes: Exploration & Responsibility).
   - Access and utilize appropriate technologies to research, experience, and respond to the Humanities (Themes: Resourcefulness, Reasoning & Communication).

ART
&100  Art Appreciation  
102*, 103*, 104* Drawing  
160* Intro to Fibers  
170* Black & White Photography  
174* Digital Photography  
200, 201  Art History I-II  
202, 203  Art History III-W  

DRMA
&101  Intro to Theater  
105  Theater History  
107* Beginning Acting  
108* Intermediate Acting  
115* Dramatic Performance  
120  Introduction to Playwriting  
201* Advanced Acting  

ENGL
&111  Introduction to Literature  
&113  Introduction to Poetry  
&114  Intro to Dramatic Literature  
204  Introduction to Shakespeare  
208  Intro to Creative Writing  
209, 210, 211  Survey of English Literature  
220  American Drama  
233  Literature for Children & Adolescents  
&244  American Literature  
249  The Great American Novel  
255  Women's Literature  
260  Non-Western World Literature  

FRCH &
121**, 122**, 123** French I-III  

GERM &
121**, 122**, 123** German I-III  

HUM
110  Ethics and Cultural Values  
&116, &117, &118 Intro to Humanities I-III  
270  Introduction to Films  

JOUR
106  Intro to News Writing I  
107  Intro to News Writing II  
160  Intro to Mass Media  
170  Racism, Sexism, & the Media  

MUSC
105  Music Appreciation  
&121  Ear Training I  
128  Music in Theater  
130  History of Western Music  
&131  Music Theory I  
139  Music of the World  
140  History of American Music  
250*  Musical Theatre Production  

PHIL
&101  Introduction to Philosophy  
103  Introduction to Ethics  

SPAN &
121**, 122**, 123** Spanish I-III  
221, 222, 223 Spanish IV-VI  

SPEE
101  Fund of Public Speaking  
110  Principles of Speech Communication  
220  Theory/Practice of Public Speaking  
250  Intercultural Communication  

*No more than five credits allowed for distribution in performance/skills courses.

**No more than five credits in a foreign language at the 100 level allowed for distribution.

Social Science (SS)
1. The course carries three or more credits.
2. The course objectives address all of the following outcomes. Upon completing designated courses, students should be able to:
   - Describe social, political, economic, linguistic, cultural, historical, and religious factors that explain human behavior and mental processes at individual and group levels (Theme: Communications & Exploration).
   - Identify and apply terminology, concepts, theories, data, and principles used by the various social science disciplines (Theme: Reasoning & Exploration).
   - Develop an informed sense of self that demonstrates tolerance and respect for diverse perspectives (Themes: Exploration, Resourcefulness & Responsibility).
   - Demonstrate critical thinking skills through formulating questions, analyzing data, and distinguishing between objective fact and subjective interpretation (Theme: Reasoning).

ANTH
&100  Survey of Anthropology  
&206  Cultural Anthropology  
&210  Indians of North America  
225  Cultural & Ethnic Pluralism  
235  Myth, Ritual, and Magic  

34 | 2010-11 CENTRALIA COLLEGE CATALOG
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>Survey of Botany (lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL</td>
<td>Plant Identification w/lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL</td>
<td>Dendrology-Trees in Our Env w/lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM</td>
<td>Introduction to Chemistry w/lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM</td>
<td>Intro to Organic/Biochem w/lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM</td>
<td>General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>CHEM</td>
<td>General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>CHEM</td>
<td>General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>CHEM</td>
<td>Organic Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENVS</td>
<td>Survey of Environmental Science</td>
<td>5</td>
</tr>
<tr>
<td>ENVS</td>
<td>Watersheds: Connecting Mtns to the Sea</td>
<td>5</td>
</tr>
<tr>
<td>ENVS</td>
<td>Intro to Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>FORS</td>
<td>Intro to Forensic Science</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Intro to Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology for Engineers and Enviro Science w/lab</td>
<td>3</td>
</tr>
<tr>
<td>GEOL</td>
<td>Physical Geology w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Earth Evolution and Global Change w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Natural Hazards &amp; Catastrophe</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Cascade &amp; Plateau Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology of the Pacific NW w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Intro to Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Issues in Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>General Oceanography w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Physics: Non Science w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>College Physics I w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>College Physics II w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>College Physics III w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Engineering Physics I w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Engineering Physics II w/lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL</td>
<td>Engineering Physics III w/lab</td>
<td>5</td>
</tr>
<tr>
<td>SCIE</td>
<td>Survey of Earth Science w/lab</td>
<td>3</td>
</tr>
<tr>
<td>SCIE</td>
<td>Intro to Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>SCIE</td>
<td>Weather and Climate w/lab</td>
<td>5</td>
</tr>
<tr>
<td>ZOOL</td>
<td>Anatomy &amp; Physiology I w/lab</td>
<td>5</td>
</tr>
<tr>
<td>ZOOL</td>
<td>Anatomy &amp; Physiology II w/lab</td>
<td>5</td>
</tr>
<tr>
<td>ZOOL</td>
<td>Anatomy &amp; Physiology III w/lab</td>
<td>5</td>
</tr>
<tr>
<td>HLTH</td>
<td>Women’s Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HLTH</td>
<td>Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HLTH</td>
<td>Exercise and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLTH</td>
<td>Safety and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cycling Basics</td>
<td>2</td>
</tr>
<tr>
<td>JOUR</td>
<td>Physical Fitness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Swim Fitness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Lifestyle Mngt &amp; Exercise</td>
<td>2</td>
</tr>
<tr>
<td>JOUR</td>
<td>Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Boot Camp Basics</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cardio Combo</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Aerobic Fitness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Pilates</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Tai Chi Basics</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Beginning Taekwon Do</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Step Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Adult Fitness</td>
<td>2</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cardio Kick boxing</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Advanced Physical Fitness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Advanced Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Personal Fitness</td>
<td>3</td>
</tr>
<tr>
<td>JOUR</td>
<td>Advanced Aerobic Fitness</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Advanced Step Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Advanced Cardio Kick boxing</td>
<td>1</td>
</tr>
<tr>
<td>JOUR</td>
<td>Survey of Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Indians of North America</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cultural &amp; Ethnic Pluralism in Contemporary Society</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Myth, Ritual, and Magic</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Women’s Literature</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Non-Western World Literature</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Human and Cultural Geography</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>History of Intolerance</td>
<td>3</td>
</tr>
<tr>
<td>JOUR</td>
<td>Intro of Pacific Asian History</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Women in U.S. History</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Women’s Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>JOUR</td>
<td>Ethics and Cultural Values</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Racism, Sexism &amp; Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR</td>
<td>Music of the World</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>History of American Popular Music</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Music History I</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Comparative Government</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Cultural &amp; Ethnic Pluralism</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Intercultural Communication</td>
<td>5</td>
</tr>
</tbody>
</table>
### InterCollege Relations Commission (ICRC) Approved Academic Electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>201, 202, 203</td>
</tr>
<tr>
<td>Anthropology</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>121, 122, 123</td>
</tr>
<tr>
<td>Art</td>
<td>102, 103, 104, 105, 173, 200, 201, 202, 203, 210, 211</td>
</tr>
<tr>
<td>Astronomy</td>
<td>125, 126, 127, 128</td>
</tr>
<tr>
<td>Biology</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Botany</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Business Administration</td>
<td>101, 201</td>
</tr>
<tr>
<td>Chemistry</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Computer Science Technology</td>
<td>116, 126, 131, 210, 224, 232</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>101, 103, 106, 120</td>
</tr>
<tr>
<td>Drama</td>
<td>all courses numbered 101 and above</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>101, 115</td>
</tr>
<tr>
<td>Economics</td>
<td>201, 202</td>
</tr>
<tr>
<td>Education</td>
<td>201, 202, 222</td>
</tr>
<tr>
<td>English</td>
<td>all courses numbered 101 and above except ENGL 104</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>100, 170</td>
</tr>
<tr>
<td>French</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>General Engineering</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Geography</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Geology</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>German</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Health</td>
<td>130, 140</td>
</tr>
<tr>
<td>History</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Humanities</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Journalism</td>
<td>106, 107, 160</td>
</tr>
<tr>
<td>Mathematics</td>
<td>107, 108, 141, 142, 151, 152, 164, 241</td>
</tr>
<tr>
<td>Media Studies</td>
<td>125, 225, 230</td>
</tr>
<tr>
<td>Music</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Nutrition</td>
<td>101, 203</td>
</tr>
<tr>
<td>Oceanography</td>
<td>101</td>
</tr>
<tr>
<td>Philosophy</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Physical Education</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>(3 credits maximum on PE activity courses)</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Political Science</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Psychology</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Science</td>
<td>103, 104, 115</td>
</tr>
<tr>
<td>Sociology</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Spanish</td>
<td>all courses numbered 100 and above</td>
</tr>
<tr>
<td>Speech</td>
<td>all courses numbered 100 and above</td>
</tr>
</tbody>
</table>
I knew the reputation of the college and the quality of the faculty. I also knew that I would learn the things I would need for my own future and how to run my own business.

– Kayla Hitchcock
Accounting

Emphasis: Accounting
Degree: Associate in Applied Science
Transfer

PURPOSE: The AAS-T in Accounting provides students with the opportunity to transfer to identified four-year institutions. Please discuss this option with an advisor.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Perform financial and accounting tasks both manually and on the computer
- Demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources
- Demonstrate familiarity with economic and financial concepts
- Analyze accounting information using financial ratios along with cost-volume-profit analysis
- Demonstrate familiarity with business law concepts such as contract law and the Uniform Commercial Code

Suggested Order of Classes

Fall Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>5</td>
</tr>
<tr>
<td>HR 110</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 202</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 203</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 130</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 140</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 145</td>
<td>3</td>
</tr>
</tbody>
</table>

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 250</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 141</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 260</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 202</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 142</td>
<td>5</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 130</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 270</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>3</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ANTH& 206 Cultural Anthropology 5
- PSYC& 100 General Psychology 5
- SOC& 101 Intro to Sociology 5

Emphasis: Accounting
Degree: Associate in Technical Arts

PURPOSE: The ATA program in Accounting provides students with basic skills to compete for entry-level accounting positions in private industry, state, and local government, and public accounting firms.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Perform basic bookkeeping and accounting tasks both manually and on the computer
- Demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources
- Demonstrate computer proficiency with Microsoft Office Word, Excel, Access, and Power Point as well as QuickBooks Pro
- Prepare written and oral business communications
- Demonstrate familiarity with business law concepts such as contract law and the Uniform Commercial Code

Suggested Order of Classes

Fall Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 202</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 203</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 130</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 140</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 145</td>
<td>3</td>
</tr>
</tbody>
</table>

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 250</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 201</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 141</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 260</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 202</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 142</td>
<td>5</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 130</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 270</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>3</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ANTH& 206 Cultural Anthropology 5
- PSYC& 100 General Psychology 5
- SOC& 101 Intro to Sociology 5

Course numbering is being revised. For the most accurate course numbers, please refer to the current class schedule.
Winter Quarter, First Year Credits
ACCT& 202 Principles of Accounting II 5
BTEC 210 Word Processing 4
ENGL 101 Composition I 5

Health Distribution-Choose one of the following:
HLTH 130 Health and Wellness 3
HLTH 140 Exercise and Nutrition 3
HLTH 145 Safety and Fitness 3

Spring Quarter, First Year Credits
ACCT 130 Basic Computer Accounting 3
ACCT& 203 Principles of Accounting III 5
BTEC 120 Business Math 5
BTEC 221 Business Communications 5

Fall Quarter, Second Year Credits
ACCT 270 Payroll Accounting 3
H R 110 Human Relations in the Workplace 3
BTEC 214 Excel I 2
CNT 117 Windows Workstation OS 2
ECON& 201 Microeconomics 5

Winter Quarter, Second Year Credits
ACCT 260 Individual Income Taxes 5
BTEC 212 Access I 2
BTEC 235 Excel II 3
ECON& 202 Macroeconomics 5

Spring Quarter, Second Year Credits
ACCT 270 Payroll Accounting 3
B A 275 Principles of Management 5
BTEC 216 Access II 4
BUS& 201 Business Law 5

Suggested Order of Classes

Fall Quarter Credits
ACCT& 201 Principles of Accounting I 5
BUS& 201 Business Law 5
BTEC 120 Business Math 5

Winter Quarter Credits
ACCT& 202 Principles of Accounting II 5
BTEC 101 Keyboard for Business 3
OR
BTEC 102 Skillbuilding I 3
BTEC 214 Excel I 2
BTEC 220 Ten-Key 1
BTEC 221 Business Communications 5

Spring Quarter Credits
ACCT 130 Basic Computer Accounting 3
ACCT& 203 Principles of Accounting III 5
ACCT 270 Payroll Accounting 3
H R 110 Human Relations in the Workplace 3

Emphasis Accounting Clerk Degree: Certificate of Proficiency

PURPOSE: The Accounting Clerk program prepares students for an entry level accounting position. Some advancement is possible with this background, but students may wish to acquire additional training in accounting to allow broader advancement opportunities. Prerequisite: demonstrate proficiency in math, reading, and English.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
• Perform basic bookkeeping and accounting tasks both manually and on the computer
• Demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources
• Demonstrate computer proficiency on the computer keyboard and ten-key calculator as well as QuickBooks Pro.
• Prepare written and oral business communications
• Demonstrate familiarity with business law concepts such as contract law and the Uniform Commercial Code

Suggested Order of Classes

Fall Quarter, First Year Credits
ACCT& 201 Principles of Accounting I 5
ENGL& 102 Composition II 5
H R 110 Human Relations in the Workplace 3

Winter Quarter, First Year Credits
ACCT& 202 Principles of Accounting II 5
BUS& 201 Business Law 5
ENGL& 102 Composition II 5

Spring Quarter, First Year Credits
ACCT& 203 Principles of Accounting III 5
MATH& 146 Intro to Statistics 5
SPEE 110 Principles of Speech Communication 5

Choose one of the following:
HLTH 130 Health & Wellness 3
HLTH 140 Exercise and Nutrition 3
HLTH 145 Safety and Fitness 3

Fall Quarter, Second Year Credits
B A 215 Principles of Finance 5
ECON& 201 Microeconomics 5
MATH& 141 Precalculus I 5

Winter Quarter, Second Year Credits
B A 225 Money & Banking 5
ECON& 202 Macroeconomics 5
MATH& 142 Precalculus II 5

Spring Quarter, Second Year Credits
B A 235 Investments 5
MATH 150 Survey of Calculus 5
OR
MATH& 151 Calculus 5
Social Science Distribution - Choose one of the following:
ANTH& 206 Cultural Anthropology 5
PSYC& 100 General Psychology 5
SOG& 101 Intro to Sociology 5

Emphasis Finance Degree: Associate in Applied Science Transfer

PURPOSE: The Finance AAS-T program prepares students for transfer to identified four-year institutions to pursue a bachelor's degree in finance. The degree can prepare graduates to compete for employment as bankers, investors, financial managers, stock analysts, and financial advisors. The degree is designed for individuals who want training in income tax accounting, finance, money and banking, and investments not required as part of the business transfer program. Students may enter any quarter and participate on a part-time schedule.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
• Perform financial and accounting tasks both manually and on the computer
• Demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources
• Analyze the role of financial intermediaries in pooling savings, providing liquidity, and diversifying risk
• Analyze accounting information using financial ratios along with cost-volume-profit analysis
• Demonstrate familiarity with business law concepts such as contract law and the Uniform Commercial Code

Suggested Order of Classes

Fall Quarter, First Year Credits
ACCT& 201 Principles of Accounting I 5
ENGL& 102 Composition II 5
H R 110 Human Relations in the Workplace 3

Winter Quarter, First Year Credits
ACCT& 202 Principles of Accounting II 5
BUS& 201 Business Law 5
ENGL& 102 Composition II 5

Spring Quarter, First Year Credits
ACCT& 203 Principles of Accounting III 5
MATH& 146 Intro to Statistics 5
SPEE 110 Principles of Speech Comm 5

Choose one of the following:
HLTH 130 Health & Wellness 3
HLTH 140 Exercise and Nutrition 3
HLTH 145 Safety and Fitness 3

Fall Quarter, Second Year Credits
B A 215 Principles of Finance 5
ECON& 201 Microeconomics 5
MATH& 141 Precalculus I 5

Winter Quarter, Second Year Credits
B A 225 Money & Banking 5
ECON& 202 Macroeconomics 5
MATH& 142 Precalculus II 5

Spring Quarter, Second Year Credits
B A 235 Investments 5
MATH 150 Survey of Calculus 5
OR
MATH& 151 Calculus 5
Social Science Distribution - Choose one of the following:
ANTH& 206 Cultural Anthropology 5
PSYC& 100 General Psychology 5
SOG& 101 Intro to Sociology 5

Emphasis Finance Degree: Associate in Technical Arts

PURPOSE: The Finance ATA program prepares students for careers in finance and the financial services industry. The degree will lead to eventual employment as bankers, investors, financial managers, stock analysts, and financial advisors. The degree is designed for individuals who want training in income tax accounting, finance, money and banking, and investments. Students may enter any quarter and participate on a part-time schedule.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
• Perform basic financial and accounting tasks both manually and on the computer
• Demonstrate the relationships among the various business functions such as accounting, finance, marketing, purchasing, operations, and human resources
• Demonstrate computer proficiency with Microsoft Office Word, Excel, Access, and Power Point as well as QuickBooks Pro.
• Prepare written and oral business communications
**Anthropology**

**Emphasis:** Anthropology

**Degree:** Associate in Arts

PURPOSE: The Associate of Arts degree with an emphasis in anthropology is for students wishing to transfer to a four-year college or university. A student acquiring the Associate in Arts degree in anthropology will achieve an understanding of the diversity of humans and human cultures past and present around our globe. While preparing the student for further study and eventual employment in the field of anthropology, this educational plan also is relevant for students preparing for a broad range of jobs in both government and international agencies that focus on cross-cultural issues and involve working with people from different cultural backgrounds.

These jobs, in addition to work in international and government agencies, might include working agricultural development and educational reform or as a consultant, planner, market analyst, survey researcher, forensic scientist, or refugee coordinator.

For additional information concerning the anthropology major feel free to consult the anthropology faculty advisor.

### Suggested Order of Classes

#### Fall Quarter, First Year

- **ACCT& 201 Principles of Accounting I** 5
- **ENGL 101 Composition I** 5
- **Health Distribution** - Choose one of the following:
  - **HLTH 130 Health & Wellness** 3
  - **HLTH 140 Exercise & Nutrition** 3
  - **HLTH 145 Safety & Fitness** 3

#### Winter Quarter, First Year

- **ACCT& 202 Principles of Accounting II** 5
- **ACCT 260 Individual Income Taxes** 5
- **Health Distribution** - Choose one of the following:
  - **HLTH 130 Health & Wellness** 3
  - **HLTH 140 Exercise & Nutrition** 3
  - **HLTH 145 Safety & Fitness** 3

#### Spring Quarter, First Year

- **ACCT& 203 Principles of Accounting III** 5
- **BTEC 120 Business Math** 5
- **BTEC 221 Business Communication** 5
- **H R 110 Human Relations in the Workplace** 3

#### Fall Quarter, Second Year

- **B A 215 Principles of Finance** 5
- **BTEC 210 Word I** 4
- **BTEC 214 Excel I** 2
- **ECON& 201 Microeconomics** 5

#### Winter Quarter, Second Year

- **B A 225 Money & Banking** 5
- **BTEC 212 Access I** 2
- **BTEC 225 Excel II** 3
- **ECON& 202 Macroeconomics** 5

#### Spring Quarter, Second Year

- **B A 235 Investments** 5
- **B A 275 Principles of Management** 5
- **BUS& 201 Business Law** 5

---

### Acting

See Dramatic Arts

---

### Automation Maintenance Technician

**Emphasis:** Automation Maintenance Technician

**Degree:** Certificate of Proficiency

PURPOSE: This program is designed to prepare students for occupations involving programmable automation systems. This program is designed to prepare students for occupations involving Programmable Logic Controllers and servicing production lines centered around conveyor systems.

### Suggested Order of Classes

#### Fall Quarter, First Year

- **ELT 113 Cabling and Soldering** 5
- **ELT 115 DC Electronics** 5
- **MATH 100 Technical Math I** 5

#### Winter Quarter, First Year

- **COMM 101 Written Communications** 3
- **ELT 121 AC Electronics** 5
- **ERA 120 Sensor Technology** 3
- **ERA 151 Mechanical Systems** 3

#### Spring Quarter, First Year

- **ELT 201 Solid State Devices** 5
- **ERA 250 Automation I** 4
- **H R 110 Human Relations in the Workplace** 3

#### Summer Quarter, First Year

- **ELT 212 Computer Electronics** 5
- **ERA 150 Robotics** 3
- **ERA 251 Automation II** 4

---

### Biology

**Emphasis:** Biology

- **Botany**
- **Ecology**
- **Zoology**

**Degree:** Associate in Biology-MRP

PURPOSE: This program is for students who wish to complete a bachelor’s degree in such disciplines as general or molecular biology, zoology, microbiology, genetics, entomology, botany, horticulture, soil science, phycology, ecology, marine biology, fisheries biology, or wildlife management.

This program assumes that a student is prepared to start college-level math and English courses. Students who are not prepared to begin at this level may require additional quarters.

To ensure optimal course selection, plan your program of study with your advisor and with the specific requirements of your likely transfer institution.

---

### Art

See Fine Arts or Graphic Design

### Astronomy

See Earth Science
Suggested Order of Classes

Fall Quarter, First Year  Credits
CEM& 161  General Chemistry w/lab 1  6
ENGL 101  Composition I  5
Elective*  5
T6

Winter Quarter, First Year  Credits
CEM& 162  General Chemistry w/lab II  6
MATH& 151  Calculus I  5
ENGL 102  Composition II OR
ENGL 235  Professional & Technical Writing  5
T6

Spring Quarter, First Year  Credits
CEM& 163  General Chemistry w/lab III  6
Humanities Distribution***  5
Social Science Distribution***  5
T6

Fall Quarter, Second Year  Credits
BIOL 221  Majors Ecology/Evolution w/Lab  5
Humanities Distribution  5
Elective**  5
T6

Winter Quarter, Second Year  Credits
BIOL 222  Majors Cell/Molecular w/Lab  5
Social Science Distribution  5
Elective**  5
Health & Fitness Distribution  3
T6

Spring Quarter, Second Year  Credits
BIOL 263  Organismal Phys w/lab  5
Humanities Distribution***  5
Social Science Distribution***  5
T6

* Students requiring a pre-calculus refresher (MATH 135) or precalculus I (MATH& 142) should do so now. Other students should satisfy a social science or humanities elective.

** Recommended electives include a full year sequence of organic chemistry, a full year sequence of physics, or additional math classes at the pre-calculus level, statistics, or additional calculus.

*** Students are required to complete 3-5 credits in a Diversity course (D).

To ensure optimal course selection, plan your program of study with your advisor.

Suggested Order of Classes

Fall Quarter, First Year  Credits
BIOL 221  Majors Ecology/Evolution  5
CEM& 161  General Chemistry w/lab I  6
ENGL 101  Composition I  5
T6

Winter Quarter, First Year  Credits
BIOL 222  Majors Cell/Molecular  5
CEM& 162  General Chemistry w/lab II  6
MATH& 151  Calculus I  5
T6

Spring Quarter, First Year  Credits
BIOL 223  Majors Organismal Phys  5
CEM& 163  General Chemistry w/lab III  6
MATH& 152  Calculus II  5
T6

Fall Quarter, Second Year  Credits
BIOL 224  Organismal Phys  5
Elective  Biology or Science  5
Elective  Biology or Science  5
Humanities Distribution*  5
Health & Fitness Distribution  1
T6

Winter Quarter, Second Year  Credits
MATH& 146  Introduction to Statistics OR
MATH& 163  Calculus III  5
SPEE 110  Principles of Speech Comm  5
Elective  Biology or Science  5
Health & Fitness Distribution  1
T6

Spring Quarter, Second Year  Credits
Elective  Biology or Science  5
Elective  Biology or Science  5
Social Science Distribution*  5
Health & Fitness Distribution  1
T6

Biology electives:
BIOL& 260  Microbiology; BIOL 250  Plant Identification & Classification; BOTA 113  Dendrology-Trees in our Environment

Science electives:
CHEM 261, 262, 263  Organic Chemistry w/lab I-III; PHYS& 221, 222, 223  Engineering Physics I-III; GEO& 101  Introduction to Physical Geology; ENV& 100  Survey of Environmental Science; ENV& 170  Introduction to Natural Resources

* Students are required to complete 3-5 credits in a Diversity course (D).

Suggested Order of Classes

Fall Quarter, First Year  Credits
BIOL 221  Majors Ecology/Evolution  5
CEM& 161  General Chemistry w/lab I  6
ENGL 101  Composition I  5
T6

Winter Quarter, First Year  Credits
BIOL 222  Majors Cell/Molecular  5
CEM& 162  General Chemistry w/lab II  6
MATH& 151  Calculus I  5
T6

Spring Quarter, First Year  Credits
BIOL 223  Majors Organismal Phys  5
CEM& 163  General Chemistry w/lab III  6
MATH& 152  Calculus II  5
T6

Fall Quarter, Second Year  Credits
CHEM 261, 262  Organic Chemistry w/lab I-II; PHYS& 221, 222, 223  Engineering Physics I-III; GEO& 101  Introduction to Physical Geology; ENV& 100  Survey of Environmental Science; ENV& 170  Introduction to Natural Resources

Emphasis:  Business Administration
Degree:  Associate in Business-MRP

The Associate in Business represents the broad knowledge generally acquired in the first two years of a four-year program leading to a Bachelor of Arts degree in a business major. The Associate in Business is a Direct Transfer Agreement degree approved by the Instruction Commission of Washington Community and Technical Colleges. Students who complete this degree will have satisfied the lower division general education (core) requirements and lower division business requirements at the baccalaureate institutions, subject to provisos listed as stated in Appendix N of The ICRC Handbook, http://www.washingtoncouncil.org/icrc/resources/documents/icrchandbook.pdf. That means, generally, that students completing the Associate in Business can begin work on their specialized, major-area course work as soon as they transfer.
Students should confer with advisors at their baccalaureate institution to determine the most appropriate math courses and other possible prerequisites. Failure to do so may result in extra classes required at the baccalaureate institution.

Suggested Order of Classes

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 202 Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 201 Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 146 Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEC 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 201 Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201 Business Law</td>
<td>5</td>
</tr>
<tr>
<td>MATH 115 College Algebra for Business</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 202 Principles of Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 150 Survey of Calculus</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 14 Precalculus I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 203 Principles of Accounting III</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 142 Precalculus II</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution w/lab</td>
<td>5</td>
</tr>
</tbody>
</table>

It is strongly recommended that students confer with an advisor at their baccalaureate institution to determine the most appropriate math courses and other possible prerequisites.

Students are required to complete 3-5 credits in a Diversity course (D).

**PROGRAM OUTCOMES:** Students who successfully complete this program should be able to:

- Perform basic bookkeeping and accounting tasks manually.
- Perform basic bookkeeping and accounting tasks using Microsoft Excel and QuickBooks Pro accounting software.
- Demonstrate familiarity with microeconomic concepts.
- Identify the relationships among various business functions such as accounting, marketing, purchasing, human relations, and operations management.
- Demonstrate familiarity with contract law and the Uniform Commercial Code.
- Perform basic mathematical calculations related to business such as gross payroll, payroll deductions, interest earned, and property taxes.
- Demonstrate computer proficiency using Windows Workstation and Microsoft Office software.
- Prepare written business communications.
- Demonstrate familiarity with financial concepts such as risk versus rate of return.
- Learn about the requirements to become a successful entrepreneur.
- Engage in an internship with a local business firm.

**Business Office Technology**

**Emphasis:** Business Administration

**Degree:** Associate in Technical Arts

**Program:** Medical Administrative Assistant

**Program:** Administrative Assistant

**PURPOSE:** These degree programs prepare students with a broad business background, as well as provide specialized training in office skills.

While students are accepted into the program each quarter, those who start in September find it easier to schedule their courses in the suggested sequences. Prerequisites include: demonstrated proficiency in math, reading, English, and basic keyboarding skills.

After completing the selected program, students will be prepared to compete for entry-level employment as office assistants, receptionists, and transcriptionists in general offices, legal offices, or medical offices.

These Business Office Technology degrees are based upon a first year of core course offerings. The Office Assistant, Legal Office Assistant, and Medical Office Assistant programs begin with a core group of courses. Since many of these courses are offered only one or two quarters during the year, it is essential that students accurately plan each year of study with the help of their advisor. During the second year, students will specialize in their selected field.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 201 Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>B A 161 Leadership Development I</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 101 Intro to Business</td>
<td>5</td>
</tr>
<tr>
<td>H R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 202 Principles of Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>B A 220 Marketing</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word Processing</td>
<td>4</td>
</tr>
<tr>
<td>Diversity Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT&amp; 203 Principles of Accounting III</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 212 Access I</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 221 Business Communications</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 201 Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ECON&amp; 202 Macroeconomics</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 215 Principles of Finance</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 110 Business Math</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 145 Safety &amp; Fitness*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 132 Entrepreneurship</td>
<td>5</td>
</tr>
<tr>
<td>B A 190 Co-op Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>B A 225 Money &amp; Banking</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 225 Excel II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Could substitute HLTH 130 Health & Wellness or HLTH 140 Exercise & Nutrition.

**Business Office Technology**

**Purposes:**

**Medial Administrative Assistant**

**Degree:** Associate in Technical Arts

**Administrative Assistant**

**Program:** First Year of All Two-Year Programs

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS&amp; 201 Business Law</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 221 Business Communications</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 145 Safety &amp; Fitness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS&amp; 201 Business Law</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 221 Business Communications</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 145 Safety &amp; Fitness</td>
<td>3</td>
</tr>
</tbody>
</table>
Legal Administrative Assistant

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to relate effectively with others in the classroom.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Demonstrate the ability to apply acquired skills in the workplace.
- Recognize and use legal terms correctly.
- Accurately prepare basic legal documents from rough draft or recorded dictation.
- Possess a basic understanding of filing, telephone, accounting, scheduling and confidentiality skills necessary for employment in a law office.

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 110</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 115</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 191</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 214</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 240</td>
<td>3</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 120</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 170</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 191</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 203</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 212</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 260</td>
<td>4</td>
</tr>
</tbody>
</table>

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td></td>
</tr>
<tr>
<td>BTEC 120</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 210</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 101</td>
<td>3</td>
</tr>
</tbody>
</table>

Medical Administrative Assistant

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to relate effectively with others in the classroom.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Demonstrate the ability to apply acquired skills in the workplace.
- Recognize and use legal terms correctly.
- Accurately prepare basic legal documents from rough draft or recorded dictation.
- Possess a basic understanding of filing, telephone, accounting, scheduling and confidentiality skills necessary for employment in a medical office.

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 119</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 216</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 224</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 243</td>
<td>4</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 120</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 160</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 214</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 260</td>
<td>4</td>
</tr>
</tbody>
</table>

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td></td>
</tr>
<tr>
<td>ACCT 110</td>
<td>3</td>
</tr>
<tr>
<td>AHC 107</td>
<td>4</td>
</tr>
<tr>
<td>AHC 160</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 214</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 260</td>
<td>4</td>
</tr>
</tbody>
</table>

Administrative Assistant

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to relate effectively with others in the classroom.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Demonstrate the ability to apply acquired skills in the workplace.
- Recognize and use legal terms correctly.
- Accurately prepare basic legal documents from rough draft or recorded dictation.
- Possess a basic understanding of filing, telephone, accounting, scheduling and confidentiality skills necessary for employment in an administrative office.
- Develop effective presentations using presentation software.
- Develop effective communications skills using electronic software.
Business Office Technology

ONE-YEAR PROGRAMS

Emphasis: Legal Office Assistant
Degree: Certificate of Proficiency

PURPOSE: The Legal Office Assistant Certificate program is designed to prepare students for entry-level employment in a legal setting. After successful completion of the program students should be able to perform duties assigned to legal receptionists and transcriptionists. Prerequisites include: demonstrated proficiency in math, reading, English, and basic keyboarding skills.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to keyboard with speed and accuracy.
- File correctly using alphabetic, numeric, geographic, and subject filing systems.
- Apply rules of grammar, punctuation, and spelling in written and oral communication.
- Prepare documents using word processing software.
- Format business letters, memos, reports, tables, and newsletters to office standards.
- Solve basic business math problems.
- Operate a 10-key electronic calculator by touch.
- Analyze and calculate data using spreadsheet software.
- Demonstrate the ability to relate effectively with others in the classroom.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Recognize and use legal terms correctly.
- Enter and organize data using database software.
- Prepare a resume and letter of application.

Emphasis: Medical Billing Assistant
Degree: Certificate of Proficiency

PURPOSE: The Medical Billing Assistant Certificate program includes classes in Business English, math, and human relations with specific classes in medical coding and billing. Classes in biology, medical terminology, anatomy and medical law and ethics will help prepare students to work in a hospital, clinic, or private medical office. Prerequisites include: demonstrated proficiency in math, reading, English, and basic keyboarding skills.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to keyboard with speed and accuracy.
- Apply knowledge of human biology to coding decisions.
- Apply rules of grammar, punctuation, and spelling in written and oral communication.
- Use medical terms correctly.
- Possess a basic understanding of issues surrounding medical law and ethics.
- Demonstrate the ability to determine proper ICD-9-CM Coding.
- Demonstrate the ability to determine proper CPT Coding.
- Apply knowledge of human anatomy and physiology to coding decisions.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Solve basic business math problems.
- Demonstrate the ability to input insurance and transaction data from appropriate documentation.
- Possess a basic understanding of team work, diversity in the workplace motivating others, and sexual harassment in the office.
- Prepare a resume and letter of application.
- Demonstrate the ability to code and process insurance claims.
- Differentiate between various insurance providers and programs.

Suggested Order of Classes

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 110 Practical Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 115 Machine Transcription</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 205 Outlook</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>2</td>
</tr>
<tr>
<td>CNT 117 Windows Workstation</td>
<td>3</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 120 Practical Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 191 Coop Work Experience Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 203 Skillbuilding II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 212 Access I</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 222 PowerPoint Module</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 225 Excel II</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 130 Quickbooks</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 190 Cooperative Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 216 Access II</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 224 Office Procedures</td>
<td>5</td>
</tr>
</tbody>
</table>

Suggested Order of Classes

Fall Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 102 Skillbuilding I</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 110 Business English</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 240 Legal Terminology</td>
<td>3</td>
</tr>
</tbody>
</table>

Winter Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 110 Business English</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 233 Files Management</td>
<td>3</td>
</tr>
<tr>
<td>H R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Quarter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 220 Ten-Key Calculator</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 241 Legal Office Procedures</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 243 Legal Transcription</td>
<td>4</td>
</tr>
<tr>
<td>BUS &amp; 211 Business Law</td>
<td>5</td>
</tr>
</tbody>
</table>

Emphasis: Medical Office Assistant
Degree: Certificate of Proficiency

PURPOSE: The Medical Office Assistant Certificate program combines general office skills with studies in medical terminology, human biology, medical office procedures, and medical machine transcription.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate the ability to keyboard with speed and accuracy.
- File correctly using alphabetic, numeric, geographic, and subject filing systems.
- Apply rules of grammar, punctuation, and spelling in written and oral communications.
- Prepare documents using word processing software.
- Format business letters, memos, reports, tables, and newsletters to office standards.
- Solve basic business math problems.
- Operate 10-key electronic calculator by touch.
- Analyze and calculate data using spreadsheet software.
- Demonstrate the ability to relate effectively with others in the classroom.
- Demonstrate human relations skills and professional behavior necessary for successful job performance.
- Use medical terms correctly.
- Obtain a first aid and CPR certificate.
- Demonstrate an understanding of human biology.
- Write simple business letters and memos.
- Prepare a resume and letter of application.
- Transcribe medical documents from recorded dictation.
- Possess a basic understanding of medical office procedures using medical charts and records, electronic records, receiving visitors, scheduling appointments, and confidentiality in a medical office.
- Enter patient record information using electronic record software.
- Demonstrate an understanding of the Health Insurance Portability and Accountability Act.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 107 Medical Records</td>
<td>3</td>
</tr>
<tr>
<td>AHC 160 HIPPA</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 102 Skillbuilding I</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 260 Medical Terminology</td>
<td>4</td>
</tr>
<tr>
<td>H R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 110 Business English</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 220 Ten-Key</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 233 Files Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 170 Human Biology</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 120 Business Math</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 261 Medical Office Procedures</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 145 Safety &amp; Fitness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphasis:** Retail Management  
**Degree:** Certificate of Proficiency  

**Purpose:** To provide individuals with entry-level skills that will allow them to compete for employment in retail management.  
**Program Outcomes:** Students who successfully complete this program should be able to:

- To provide individuals with entry-level skills that will allow them to compete for employment in retail management  
- Obtain knowledge of employment expectations in the workplace  
- Introduction to basic computer skills used in the workplace  

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 161 Leadership Dev. I: Styles/traits</td>
<td>2</td>
</tr>
<tr>
<td>B A 230 Advert &amp; Sales Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 120 Business Math</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
<td>4</td>
</tr>
<tr>
<td>COMM 101 Written Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 110 Practical Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>B A 132 Starting a Small Business</td>
<td>5</td>
</tr>
<tr>
<td>B A 220 Marketing</td>
<td>5</td>
</tr>
<tr>
<td>B A 231 Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A 223 Retail Merchandising</td>
<td>5</td>
</tr>
<tr>
<td>B A 275 Principles of Management</td>
<td>5</td>
</tr>
<tr>
<td>H R 110 Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>SPEE 101 Fund of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 110 Practical Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 102 Keyboard Skillbuilding I</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 110 Business English</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 210 Word Processing</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 220 Ten-Key Calculator</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 120 Practical Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 120 Business Math</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 212 Access I</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>2</td>
</tr>
<tr>
<td>BTEC 233 Files Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 205 Outlook</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 219 Word II*</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 222 PowerPoint Module</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 224 Office Procedures</td>
<td>5</td>
</tr>
<tr>
<td>H R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphasis:** Marketing  
**Degree:** Associate in Technical Arts  

**Purpose:** Degree program with a major in marketing provides training in business and supervisory skills for persons interested in competing for employment in marketing occupations.  
**Program Outcomes:** Students who successfully complete this program should be able to:

- Write clearly and concisely while composing business letters and memos as needed in a business  
- Operate a computer as a word processor, use the internet for doing research, use PowerPoint to make business presentations  
- Use a day timer effectively to keep their appointments  
- Demonstrate their proficiency and accomplishments in a professional portfolio  
- Function effectively on self-directed work teams  
- Plan, organize and conduct business meetings  
- Demonstrate good human relations skills
• Demonstrate professionalism in their mannerisms, their appearance and their personal hygiene
• Demonstrate proficiency in business math skills
• Prospect for customers, prepare and deliver professional sales presentations
• Develop, implement and present orally and in writing market research projects
• Develop and present professional speeches
• Apply economic concepts to the business they work in.
• Demonstrate their understanding of sound marketing theory to their business, i.e. define target markets using demographics
• Demonstrate proficiency in retail concepts i.e. explaining location theory
• Develop and present sales promotion and advertising campaigns for a business
• Demonstrate proficiency in accounting principles
• Demonstrate proficiency as a supervisor
• Demonstrate the ability to plan, organize, lead, and control a project or a department on a work site

Suggested Order of Classes

Fall Quarter, First Year  Credits
B A  161 Leadership I: Styles & Traits  2
BTEC  101 Keyboarding  3
BUS&  101 Intro to Business  5
ENGL&  101 Composition I  5
H R  110 Human Relations in the Workplace  3

Winter Quarter, First Year  Credits
B A  132 Entrepreneurship  5
B A  220 Marketing  5
B A  231 Principles of Salesmanship  3
BTEC  210 Word I  4

Spring Quarter, First Year  Credits
B A  190 Cooperative Work Experience  2
B A  223 Retail Merchandising  5
BTEC  214 Excel I  2
BTEC  221 Business Communications  5

Fall Quarter, Second Year  Credits
ACCT  110 Practical Accounting I  3
B A  230 Advertising & Sales Promotion  3
BTEC  120 Business Math  5
BUS&  201 Business Law  5

Winter Quarter, Second Year  Credits
ACCT  120 Practical Accounting II  3
B A  190 Cooperative Work Experience  3
ECON&  201 Microeconomics  5
OR
ECON&  202 Macroeconomics  5
Health & Fitness Distribution  3

Spring Quarter, Second Year  Credits
ACCT  130 Basic Computer Acct.  3
B A  275 Principles of Management  5
BTEC  212 Access I  2
SPEE  101 Fund of Public Speaking  3

Chemistry

Emphasis: Chemistry Degree: Associate in Science

PURPOSE: For students interested in transferring to a four-year college or university to complete a bachelor’s degree. Students who complete this educational plan are reasonably assured of junior level standing at most four-year colleges and universities in Washington State. You are urged to consult with your advisor to coordinate your program with the requirements at the institution to which you intend to transfer.

If you have successfully completed algebra, geometry, trigonometry, precalculus, chemistry and physics in high school you are prepared to enter Pre-Calculus Refresher (MATH& 135) and General College Chemistry (CHEM& 161) and completion of your program in four years is possible.

If you are not well prepared in high school mathematics and science, you should plan, with your advisor, a three-year program at Centralia College in preparation for transfer to a four-year college or university. The main emphasis in the first year at Centralia should be on strengthening your mathematics, basic sciences, communications, and reading skills.

To ensure optimal course selection, plan your program of study with your advisor.

Suggested Order of Classes

Fall Quarter, First Year  Credits
ENGL&  101 Composition I  5
CHEM&  161 General Chemistry w/lab I  6
MATH  135 Precalculus Refresher  OR
Elective  5

Winter Quarter, First Year  Credits
CHEM&  162 General Chemistry w/lab II  6
MATH&  151 Calculus I  5
SPEE  110 Principles of Speech Comm  5
Health & Fitness Distribution  1

Spring Quarter, First Year  Credits
CHEM&  163 General Chemistry w/lab III  6
MATH&  152 Calculus II  5
Health & Fitness Distribution  1
Social Science Distribution  5

Fall Quarter, Second Year  Credits
CHEM&  261 Organic Chemistry w/lab I  6
MATH  118 Linear Algebra  5
PHYS&  221 Engineering Physics I  5
Humanities Distribution  OR
Social Science Distribution  5

Winter Quarter, Second Year  Credits
CHEM&  262 Organic Chemistry w/lab II  6
MATH&  163 Calculus III  5
PHYS&  222 Engineering Physics II  5
Health & Fitness Distribution  1

Spring Quarter, Second Year  Credits
CHEM&  263 Organic Chemistry w/lab III  6
EDUC  202 Classroom Observation  2
PHYS&  223 Engineering Physics III  5
Health & Fitness Distribution  1

Recommended: MATH 118-Linear Algebra

Suggested Order of Classes

Fall Quarter, First Year  Credits
CHEM&  161 General Chemistry w/lab I  6
ENGL&  101 Composition I  5
PSYC&  100 General Psychology  5

Winter Quarter, First Year  Credits
CHEM&  162 General Chemistry w/lab II  6
MATH&  151 Calculus I  5
ENGL&  235 Technical & Professional Writing  5
Health & Fitness Distribution  1

Spring Quarter, First Year  Credits
CHEM&  163 General Chemistry w/lab III  6
MATH&  152 Calculus II  5
Health and Fitness Distribution  1
Humanities Distribution  OR

Social Science Distribution  5

Fall Quarter, Second Year  Credits
CHEM&  261 Organic Chemistry w/lab I  6
PHYS&  221 Engineering Physics I  5

Winter Quarter, Second Year  Credits
CHEM&  262 Organic Chemistry w/lab II  6
EDUC  201 Introduction to Education  3
MATH&  146 Intro to Statistics  OR

MATH&  163 Calculus III  5
PHYS&  222 Engineering Physics II  5

Spring Quarter, Second Year  Credits
CHEM&  263 Organic Chemistry w/lab III  6
EDUC  202 Classroom Observation  2
PHYS&  223 Engineering Physics III  5
Health & Fitness Distribution  1

***Students are required to complete 3-5 credits in a Diversity course (D).
The Civil Engineering Technology program at Centralia College is designed to enhance necessary communication and workplace skills in addition to developing essential skills in mathematics and applied sciences with an emphasis on problem solving and analytical skills.

Credits in Civil Engineering Technology from Centralia College, in general, are transferable only to 4-year institutions offering a Bachelor of Science in Technology degree or where other transfer agreements are in place.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Participate effectively as a field or office team member
- Demonstrate computer literacy in an engineering office environment
- Demonstrate analytical skills in mathematics and problems solving
- Communicate and present information in an effective and professional manner.
- Prepare technical drawings and reports using computer aided drafting technology and industry recognized design software
- Analyze simple structures and strength of materials
- Analyze domestic water and sanitary sewer system components
- Perform parcel research and evaluate project feasibility
- Research state, county, and city codes and ordinances relating to engineering, surveying, and construction
- Evaluate environmental encumbrances and impacts of development
- Design stormwater management facilities using current methods and technology
- Design highways, roads, and pavement structures per WSDOT and AASHTO standards
- Perform material testing on soils, aggregates, and concrete to determine engineering properties per WSDOT, ASTM, and AASHTO standards

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>BTEC</td>
<td>214 Excel 1</td>
<td>2</td>
</tr>
<tr>
<td>CET</td>
<td>112 Computer Aided Drafting I*</td>
<td>5</td>
</tr>
<tr>
<td>CET</td>
<td>120 Surveying I</td>
<td>5</td>
</tr>
<tr>
<td>H R</td>
<td>110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>100 Technical Math I**</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>CET</td>
<td>113 Computer Aided Drafting II*</td>
<td>5</td>
</tr>
<tr>
<td>CET</td>
<td>121 Surveying II</td>
<td>5</td>
</tr>
<tr>
<td>MATH</td>
<td>110 Technical Math II **</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Physics: Non-Sci Majors</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>CET</td>
<td>114 Computer Aided Drafting III*</td>
<td>5</td>
</tr>
<tr>
<td>CET</td>
<td>122 Surveying III</td>
<td>4</td>
</tr>
<tr>
<td>CET</td>
<td>132 Survey Computation</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>101 Composition</td>
<td>5</td>
</tr>
<tr>
<td>GEOl</td>
<td>100 Geology for Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Program: Computer Science Technology

Emphasis: Computer Science
Degree: Associate in Arts

Purpose: The AA degree with Computer Science emphasis is for students interested in transferring to a four-year college or university to complete a bachelor's degree in computer science.

Program Outcomes: Students who successfully complete this program should be able to:
- Install and configure TCP/IP protocols.
- Install and operate simple web servers.
- Install and configure routers in small-scale networks using RIP, OSPF and/or IGRP.
- Install and configure security programs.
- Install and configure TCP/IP protocols.

Suggested Order of Classes

Fall Quarter
- CET 112 Computer-Aided Drafting I 5
- CET 120 Survey I 5
- MATH 110 Technical Math II 3
- Credits: 18

Winter Quarter
- CET 113 Computer-Aided Drafting II 5
- CET 121 Survey II 5
- COMM 101 Written Communications 3
- MATH 110 Technical Math II 3
- Credits: 15

Spring Quarter
- CET 112 Computer-Aided Drafting I 3
- CET 132 Survey Computations 3
- Credits: 15

Students must complete each CET class with a 2.0 or higher to qualify for the next CET class and a program GPA of 2.0 or better to receive the certificate.

Computer Science Technology

Emphasis: Computer Science Technology

Degree: Associate in Applied Science

Purpose: Provides students with training in object oriented languages and multimedia programming and the hardware and software skills necessary to compete for entry-level employment in the computer programming industry. Students should work closely with their advisor when selecting electives to assure their educational goals are met.

Program Outcomes: Students who successfully complete this program should be able to:
- Script static web pages
- Code dynamic web pages
- Install and operate simple web servers
- Install and configure routers in small-scale networks using RIP, OSPF and/or IGRP
- Install and configure security programs
- Install and configure TCP/IP protocols

Suggested Order of Classes

Fall Quarter, First Year
- ENGL& 101 Composition I 5
- MATH& 141 Precalculus I 5
- Health and Fitness Distribution 1
- Credits: 11

Winter Quarter, First Year
- ENGL& 102 Composition II 5
- MATH& 142 Precalculus II 5
- Social Science Distribution 5
- Credits: 15

Spring Quarter, First Year
- CS& 131 C++ Programming 4
- OR
- MATH& 151 Calculus I 5
- Health and Fitness Distribution 1
- Humanities Distribution 5
- Credits: 15

Fall Quarter, Second Year
- PHYS& 221 Engineering Physics I 5
- Health and Fitness Distribution 1
- Humanities Distribution 5
- Social Science Distribution 5
- Credits: 16

Winter Quarter, Second Year
- Elective 5
- Humanities Distribution 5
- Social Science Distribution 5
- Credits: 15

Spring Quarter, Second Year
- MATH 228 Discrete Mathematics 5
- Social Science Distribution 5
- Credits: 15

Construction Management

Emphasis: Construction Management
Degree: Associate in Construction-MRP

Purpose: A Major Related Program designed for students planning to transfer and to prepare for American Council of Construction Education (ACCE) accredited majors in Construction Management at Central Washington University, Washington State University-Pullman, and University of Washington-Seattle; the degree also provides coursework for transfer into Eastern Washington University’s Bachelor of Science in Technology-Construction Management.

This degree meets the requirements of the Statewide Construction Management DTA/MRP Agreement.
Students not well prepared in high school mathematics and science should plan a three-year program at Centralia College in preparation for transfer to a four-year school. To strengthen mathematics, basic sciences, and reading skills, students need to complete 3-5 credits in a Diversity course.

**Students entering this degree plan should be strongly encouraged to complete a Math placement diagnostic examination prior to their first quarter of academic instruction.**

***Students are required to complete 3-5 credits in a Diversity course.***

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ACCT&amp; 201 Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ACCT&amp; 202 Principles of Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical &amp; Professional Writing* OR ENGL&amp; 102 Composition II*</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 111 Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ACCT&amp; 203 Principles of Accounting III</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201 Business Law</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Fall Quarter, Second Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ENGR&amp; 214 Statics*</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I*</td>
<td>6</td>
</tr>
<tr>
<td>Winter Quarter, Second Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ECON&amp; 201 Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>GEO&amp; 101 Intro to Physical Geology</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Spring Quarter, Second Year</td>
<td>Credits</td>
</tr>
<tr>
<td>ECON&amp; 202 Macroeconomics* OR Social Science Distribution***</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm OR SPEE 220 Theory &amp; Practice of Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution***</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

*Select course as appropriate for intended transfer institution.

***Students are required to complete 3-5 credits in a Diversity course.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CI 103 Constitutional Law for Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>POLS&amp; 202 American Government</td>
<td>5</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 113 Crime &amp; Delinquency</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Fall Quarter, Second Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 106 Intro to Correctional Methods</td>
<td>5</td>
</tr>
<tr>
<td>FORS 101 Intro to Forensic Science</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 107 Math in Society OR MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Winter Quarter, Second Year</td>
<td>Credits</td>
</tr>
<tr>
<td>PHIL 103 Intro to Ethics</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CI&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 103 Constitutional Law in CJ</td>
<td>5</td>
</tr>
<tr>
<td>CJ 106 Intro to Corrections Methods</td>
<td>5</td>
</tr>
<tr>
<td>COMM 101 Written Communications</td>
<td>3</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>CI 107 Legal Aspects of Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115 Institutional Corrections</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH 100 Technical Math I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 101 Foundational Math Concepts</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 120 Business Math</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 103 Constitutional Law in CJ</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>CI 107 Legal Aspects of Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115 Institutional Corrections</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 103 Constitutional Law in CJ</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>CI 107 Legal Aspects of Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115 Institutional Corrections</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 103 Constitutional Law in CJ</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>CI 107 Legal Aspects of Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115 Institutional Corrections</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Order of Classes</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ&amp; 101 Intro to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 103 Constitutional Law in CJ</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>Credits</td>
</tr>
<tr>
<td>CJ 105 The Police Function</td>
<td>5</td>
</tr>
<tr>
<td>CI 107 Legal Aspects of Law Enforcement</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115 Institutional Corrections</td>
<td>4</td>
</tr>
</tbody>
</table>

¡Programs of Study! 49
Spring Quarter (odd year) or
Summer (even year) Credits
CJ 109 Community Relations & Resources 5
CJ 111 Ethics in Criminal Justice 5
CJ 116 Alternative Sentencing 5
CJ 117 Criminal Code I 5
PE 229 Personal Fitness 3

Summer Quarter (odd year) or
Spring (even year) Credits
BTEC 191 Co-op Work Experience Seminar 1
CJ 112 Critical & Current Issues 5
CJ 113 Crime & Delinquency 5
CJ 190 Co-op Education 1-10
H R 110 Human Relations 3

Required Criminal Justice credits for ATA degree 45
Elective Criminal Justice credits for ATA degree 25
Required related instruction credits for ATA degree 14
Total Credits Required For ATA Degree 90

Criminal Justice Elective Credits
Select 25 credits from the following Criminal Justice program electives:

Recommended General Electives
ENGL & 101 Composition I 5
ENGL 102 Composition II 5
PSYC & 100 General Psychology 5
SOC & 101 Intro to Sociology 5
SOC & 201 Social Problems 5
SPAN 105 Spanish for Public Service 3
SPEE 101 Fund of Public Speaking 3
POLS & 202 American Government 5

Suggested Order of Classes
Fall Quarter, First year Credits
CJ & 101 Intro to Criminal Justice 5
CJ 120 Intro to Forensic Investigations 5
CJ 126 Forensic Investigation of Homicide 3

Winter Quarter, First year Credits
CJ 105 The Police Function 5
CJ 127 Forensic Invest of Arson 3
CJ 224 Criminal Interviews & Interrogations 5

Spring Quarter, First year Credits
CJ 109 Community Relations & Resources 5
CJ 111 Ethics in Criminal Justice 5
CJ 117 Washington Criminal Code 5

Summer Quarter, First year Credits
COMM 101 Written Communications 3
BTEC 120 Business Math
OR
MATH 100 Technical Math 5

Fall Quarter, Second year Credits
BTEC 191 Work Experience Seminar 1
CJ 103 Constitutional Law for Criminal Justice 5
CJ 129 Forensic Invest. of Violence & Victimization 5
PE OR 229 Personal Fitness 4

Winter Quarter, Second year Credits
CJ 107 Legal Aspects of Law Enforcement 5
CJ 122 Forensic Invest of Child Abuse & Pedophilia 3
H R 110 Human Relations in the Workplace 3
PE OR 140 Boot Camp Basics 4

Spring Quarter, Second year Credits
CJ 130 Forensic Invest of Domestic Violence & Spousal Abuse 3
CJ 223 Forensic Investigation of Felony Crimes 5
CJ 225 Crime Scene Technology 4
CJ 228 Crime Scene Photography 4

Fall Quarter Credits
CJ 106 Impact of Correctional Methods 5

Winter Quarter
CJ 115 Institutional Corrections 4

Spring Quarter
CJ 116 Alternatives in Sentencing 4

Summer Quarter
CJ 190 Co-op Work Experience 5
BTEC 191 Work Experience Seminar 1

Emphasis: Forensic & Private Investigation
Degree: Certificate of Proficiency

Emphasis: Corrections Officer
Degree: Certificate of Completion

Winter Quarter
CJ 120 Forensic Investigations 5
CJ 126 Forensic Investigation of Homicide 3
CJ 129 Forensic Investigation of Violence 5

Qualifications: Must be 21 years old, High School Diploma or GED, valid Washington driver’s license, and clear a background and criminal history check.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
- Understand issues of race and ethnic/cultural/religious diversity in prison populations
- Understand basic categories of jail procedures and intake release procedures
- The student will gain experience through Cooperative Education to apply classroom learning to real-world scenarios in career related environments
- The student will understand adult and juvenile sentencing policies and guidelines, methods of incarceration, probation, parole, and alternatives
- The student will understand and discuss inmate management and control procedures, strategies and techniques including inmate populations and the classification process

Suggested Order of Classes
Fall Quarter Credits
CJ 120 Forensic Investigations 5
CJ 126 Forensic Investigation of Homicide 3
CJ 129 Forensic Investigation of Violence 5

PROGRAM OUTCOMES:
Students who successfully complete this program should be able to:
- Understand basic concepts of criminal and forensic investigation and the functions of a forensic specialist
- Identify crime scene considerations of investigators for a variety of different crime scenes
- Employ proper and appropriate evidence collection, preservation, documentation and transport techniques of all evidence identified at the crime scene
- Utilize knowledge about state and federal laws that impact law enforcement in decision making
- Understand the importance of developing relationships between law enforcement, business owners and diverse groups of citizens

Purpose of the Program:
Criminal and Forensic Investigations degree program educates students and working law enforcement and correctional officers in skills required for competent execution and management of criminal investigations and crime scene processing.

Program Outcomes:
Students who successfully complete this program should be able to:
- Understand basic concepts of criminal and forensic investigation and the functions of a forensic specialist
- Identify crime scene considerations of investigators for a variety of different crime scenes
- Employ proper and appropriate evidence collection, preservation, documentation and transport techniques of all evidence identified at the crime scene
- Utilize knowledge about state and federal laws that impact law enforcement in decision making
- Understand the importance of developing relationships between law enforcement, business owners and diverse groups of citizens

Emphasis: Forensic & Private Investigation
Degree: Associate in Technical Arts

Purpose of the Program:
Degree:
Certificate of Proficiency

Purpose of the Program:
Certificate of Completion

Purpose of the Program:
Certificate of Completion

Purpose of the Program:
Certificate of Completion

Purpose of the Program:
Certificate of Completion
**Diesel Technology**

**Emphasis:** Diesel Technology  
**Degree:** Associate in Applied Science  

**PURPOSE:** This program prepares students to compete for employment as diesel equipment technicians in maintenance, repair, or overhaul of heavy equipment (i.e., logging, construction, mining), agricultural equipment, or trucking.

Students may enroll any quarter to begin their program of study.

**PROGRAM OUTCOMES:** Students who successfully complete this program should be able to:

- Perform repair procedures using proper hand and power tools in a safe manner
- Diagnose and repair electrical problems in failed circuits and components
- Disassemble and re-assemble a twin countershaft transmission to proper specifications
- Diagnose engine malfunctions and perform repairs as needed
- Test and repair failed hydraulic systems
- Diagnose repair and charge air conditioning systems using proper approved equipment

**Winter Quarter Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 122</td>
<td>3</td>
</tr>
<tr>
<td>CJ 127</td>
<td>3</td>
</tr>
<tr>
<td>CJ 224</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 130</td>
<td>3</td>
</tr>
<tr>
<td>CJ 223</td>
<td>5</td>
</tr>
<tr>
<td>CJ 225</td>
<td>4</td>
</tr>
<tr>
<td>CJ 228</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summer Quarter Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>3</td>
</tr>
<tr>
<td>H R 110</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 120</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>MATH 100</td>
<td>5</td>
</tr>
</tbody>
</table>

This is not Forensic Science and will not transfer into a Bachelor’s Degree Program.

---

**Dramatic Arts**

**Emphasis:** Dramatic Arts  
**Degree:** Associate in Arts  

**PURPOSE:** The drama program meets the needs of students interested in acting or technical theater work who intend either to complete a two-year program or to transfer to a four-year institution.

The program can be an important supplement to the work of those who plan to major in the humanities and social sciences. Dramatic experience provides insights into the complex motivation for human behavior.

---

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET 100</td>
<td>2</td>
</tr>
<tr>
<td>DET 101</td>
<td>4</td>
</tr>
<tr>
<td>DET 125</td>
<td>3</td>
</tr>
<tr>
<td>DET 126</td>
<td>4</td>
</tr>
<tr>
<td>MATH 116</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET 110</td>
<td>3</td>
</tr>
<tr>
<td>DET 111</td>
<td>4</td>
</tr>
<tr>
<td>DET 130</td>
<td>2</td>
</tr>
<tr>
<td>DET 131</td>
<td>5</td>
</tr>
<tr>
<td>H R 110</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>3</td>
</tr>
<tr>
<td>DET 120</td>
<td>3</td>
</tr>
<tr>
<td>DET 121</td>
<td>5</td>
</tr>
<tr>
<td>WELD 151</td>
<td>3</td>
</tr>
<tr>
<td>WELD 152</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET 200</td>
<td>2</td>
</tr>
<tr>
<td>DET 201</td>
<td>4</td>
</tr>
<tr>
<td>DET 215</td>
<td>1</td>
</tr>
<tr>
<td>DET 216</td>
<td>2</td>
</tr>
<tr>
<td>DET 220</td>
<td>2</td>
</tr>
<tr>
<td>DET 221</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 191</td>
<td>1</td>
</tr>
<tr>
<td>DET 210</td>
<td>1</td>
</tr>
<tr>
<td>DET 211</td>
<td>2</td>
</tr>
<tr>
<td>DET 225</td>
<td>4</td>
</tr>
<tr>
<td>DET 226</td>
<td>6</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET 230</td>
<td>3</td>
</tr>
<tr>
<td>DET 231</td>
<td>5</td>
</tr>
<tr>
<td>DET 190</td>
<td>8</td>
</tr>
<tr>
<td>DET 235</td>
<td>2</td>
</tr>
<tr>
<td>DET 236</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3-5</td>
</tr>
<tr>
<td>Elective</td>
<td>3-S</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRMA 108</td>
<td>5</td>
</tr>
<tr>
<td>DRMA 110</td>
<td>3</td>
</tr>
<tr>
<td>DRMA 114</td>
<td>3-S</td>
</tr>
<tr>
<td>Elective</td>
<td>3-5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Skills Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114</td>
<td>5</td>
</tr>
<tr>
<td>DRMA 201</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>3-5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3-5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRMA 114</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>3-5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Dramatic Arts**

**Emphasis:** Dramatic Arts  
**Degree:** Associate in Arts  

**PURPOSE:** The drama program meets the needs of students interested in acting or technical theater work who intend either to complete a two-year program or to transfer to a four-year institution.

The program can be an important supplement to the work of those who plan to major in the humanities and social sciences. Dramatic experience provides insights into the complex motivation for human behavior.

---

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRMA 101</td>
<td>5</td>
</tr>
<tr>
<td>DRMA 107</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Quantitative Skills Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRMA 201</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>3-5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

---

*Students are required to complete 3-5 credits in a Diversity course (D).*

*Recommended offerings include DRMA 115 and DRMA 120.*
The Children’s Lab School provides a lab environment for observation and practice. It offers Washington State teaching certification. Students who successfully complete this program should be able to:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight.
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Childhood Education programs.
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content.
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem.
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 101 Intro to Early Childhood Education OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL &amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>SOC &amp; 101 Intro to Sociology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL &amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC &amp; 200 Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SCIE 104 Intro to Physical Science</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 172 Methods-Language, Communication &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC &amp; 115 Child Development/Family Relations</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 132 Observation, Assessment, &amp; Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 170 Methods - Art, Music, and Movement</td>
<td>3</td>
</tr>
<tr>
<td>MATH &amp; 131 Math for Elementary Ed I</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 160 Child, Family, Community</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 171 Methods - Math, Science, and Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC &amp; 203 Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Academic Elective</td>
<td>1</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity course (D).

**Emphasis: Early Childhood Education**

**Degree: Associate in Applied Science**

The Education Paraprofessional program prepares students for employment as educational assistants in the public school system. These courses are designed for individuals who work under the supervision and alongside a certified/licensed staff member in varying capacities within the school system. Students may enter any quarter and participate on a part-time schedule.

To ensure optimal course selection, plan your program carefully with the help of your advisor.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight.
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Childhood Education programs.
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content.
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem.
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 165 Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ENGL &amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 114 Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>EDEC 101 Intro to Early Childhood Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDUC &amp; 201 Intro to Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART &amp; 100 Art Appreciation</td>
<td>5</td>
</tr>
<tr>
<td>BIOL &amp; 170 Human Biology</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ECON &amp; 202 Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>HIST &amp; 146 U.S. History I</td>
<td>5</td>
</tr>
<tr>
<td>POLS &amp; 101 Intro to Political Science</td>
<td>5</td>
</tr>
<tr>
<td>SOC &amp; 101 Intro to Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Other Social Science Distribution Class</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 172 Methods-Language, Comm &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 238 Issues in Child Abuse</td>
<td>3</td>
</tr>
<tr>
<td>ENGL &amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 132 Observation, Assessment &amp; Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 170 Methods-Art, Music &amp; Movement</td>
<td>3</td>
</tr>
<tr>
<td>MATH &amp; 131 Math for Elementary Ed I</td>
<td>5</td>
</tr>
<tr>
<td>PSYC &amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 160 Child, Family, Community</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 171 Methods - Math, Science, and Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 222 Overview of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>H &amp; R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 190 Work Experience Co-op</td>
<td>2-5</td>
</tr>
<tr>
<td>ICP 101 ICP Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 245 Child Development</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PSYC &amp; 200 Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SCIE 104 Intro to Physical Science</td>
<td>5</td>
</tr>
</tbody>
</table>

**Emphasis: Early Childhood Education**

**Degree: Associate in Applied Science**

The Early Childhood Education—Associate in Applied Science program provides critical Early Childhood and Child Development content necessary to compete for employment in early childhood education or in a school system as a teacher’s aide.

The Children’s Lab School provides a lab environment for observation and practice. Classes are offered on a two-year rotation. Students may enter the program during any quarter and participate part-time.
Completion of the AAS program prepares graduates to compete for employment in child care centers, family day care homes, cooperative and private preschools, ECEAP, or Head Start. The curriculum provides instruction for parents, foster parents, day care parents, and other persons working with children.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Child Education programs
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others
- Serve as an advocate on behalf of young children and their families, programs for young children and the working environment for early childhood educators
- Demonstrate an understanding of the early childhood profession and a commitment to professionalism
- Demonstrate competence in managing human, fiscal, and spatial resources while meeting the health and safety needs of children and adults
- Model global awareness and respect for the cultural diversity of children
- Examine, discuss, evaluate and critique various issues and trends in Early Childhood Education
- Identify and explain the major historic events and theoretical perspectives of Early Childhood Education

### Suggested Order of Classes

#### Fall Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 101</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 165</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 170</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 160</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 171</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 173</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>T7</td>
</tr>
</tbody>
</table>

#### Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 172</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 238</td>
<td>3</td>
</tr>
<tr>
<td>H R 110</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>T4</td>
<td></td>
</tr>
</tbody>
</table>

#### Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 132</td>
<td>5</td>
</tr>
<tr>
<td>MATH 101</td>
<td>5</td>
</tr>
<tr>
<td>SOC 101</td>
<td>5</td>
</tr>
<tr>
<td>T3</td>
<td></td>
</tr>
</tbody>
</table>

#### Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 233</td>
<td>5</td>
</tr>
<tr>
<td>SCIE 104</td>
<td>5</td>
</tr>
<tr>
<td>T6</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Quarter, Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 155</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 174</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 234</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 115</td>
<td>5</td>
</tr>
<tr>
<td>T6</td>
<td></td>
</tr>
</tbody>
</table>

#### Emphasis: Early Childhood Education

**Degree:** Associate in Applied Science-Transfer

**PURPOSE:** The Early Childhood AAS-T degree provides both the necessary critical content to compete for immediate employability in early care and education and the general education coursework necessary for transfer to a bachelor's degree program. Coursework can apply to the Early Childhood endorsement for Washington State teaching certification. These courses acquaint the student with terms, vocabulary, and activities pertinent to a quality experience within the early childhood education field.

The Children's Lab School provides a lab environment for observation and practice. It is possible to enter the program during any quarter and to participate on a part-time schedule.

**PROGRAM OUTCOMES:** Students who successfully complete this program should be able to:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Child Education programs.
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others
- Serve as an advocate on behalf of young children and their families, programs for young children and the working environment for early childhood educators
- Demonstrate an understanding of the early childhood profession and a commitment to professionalism
- Demonstrate competence in managing human, fiscal, and spatial resources while meeting the health and safety needs of children and adults
- Model global awareness and respect for the cultural diversity of children
- Examine, discuss, evaluate and critique various issues and trends in Early Childhood Education
- Identify and explain the major historic events and theoretical perspectives of Early Childhood Education

### Suggested Order of Classes

#### Fall Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ANTH 100</td>
<td>5</td>
</tr>
<tr>
<td>SOC 225</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 160</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>5</td>
</tr>
<tr>
<td>H R 110</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 104</td>
<td>5</td>
</tr>
<tr>
<td>T6</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 172</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 238</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ART 100</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 130</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>5</td>
</tr>
<tr>
<td>T6</td>
<td></td>
</tr>
</tbody>
</table>
### Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 132</td>
<td>Observation, Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 165</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 170</td>
<td>Art, Music &amp; Movement</td>
<td>3</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Math Distribution Requirement</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 171</td>
<td>Methods-Math, Science &amp; Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC &amp; 203</td>
<td>Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>Integrated Strategies of Teaching I</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ART & 100 | Art Appreciation | 5 |
- MUSC 130 | History of Western Music | 5 |
- SPEE 110 | Principles of Speech Comm | 5 |

### Spring Quarter, Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 234</td>
<td>Integrated Strategies for Teaching II</td>
<td>5</td>
</tr>
<tr>
<td>EDUC &amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td>PSYC &amp; 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

### Program Outcomes:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight.
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Child Education programs.
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content.
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem.
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others.
- Serve as an advocate on behalf of young children and their families, programs for young children and the working environment for early childhood educators.
- Demonstrate a commitment to professional, personal self-control, self-motivation and positive self-esteem.
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others.
- Serve as an advocate on behalf of young children and their families, programs for young children and the working environment for early childhood educators.
- Demonstrate an understanding of the early childhood profession and a commitment to professionalism.
- Demonstrate competence in managing human, fiscal, and spatial resources while meeting the health and safety needs of children and adults.
- Model global awareness and respecting the cultural diversity of children.
- Examine, discuss, evaluate and critique various issues and trends in Early Childhood Education.
- Identify and explain the major historic events and theoretical perspectives of Early Childhood Education.

### Suggested Order of Classes

#### Fall Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 105</td>
<td>Intro to Child Care</td>
<td>2</td>
</tr>
<tr>
<td>EDEC 132</td>
<td>Observation Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 165</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 170</td>
<td>Methods- Art, Music, &amp; Movement</td>
<td>3</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Foundational Math Concepts</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Winter Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 160</td>
<td>Child, Family &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 171</td>
<td>Methods- Math, Science, and Social Science</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 233</td>
<td>Integrated Strategies for Teaching</td>
<td>5</td>
</tr>
<tr>
<td>ENGLB 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Spring Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 172</td>
<td>Early Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 234</td>
<td>Integrated Strategies for Teaching</td>
<td>5</td>
</tr>
<tr>
<td>EDUC &amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td>H R 110</td>
<td>Human Relations in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

### Emphasis: Early Childhood Education

#### Degree: Certificate of Proficiency

Purpose: The ECE Certificate Program prepares students to compete for entry level employment in the child care field. This certificate also increases the knowledge and skills of people who currently work with children. The Children's Lab School provides an environment for observation and practice. Students acquire in-depth knowledge of child development from birth through age eight.

Students may enter any quarter and participate on a part-time schedule. Students may complete the certificate program, or take a single course of special interest. Day and evening classes are available.

**Program Outcomes:** Students who successfully complete this program should be able to:

- Demonstrate an understanding of how children differ in their development and approaches to learning and to use this knowledge to provide opportunities that support the physical, social, emotional, and cognitive development of all young children from birth through age eight.
- Demonstrate the ability to use theory, research and foundations of education when planning and implementing Early Child Education programs.
- Plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community and the curriculum goals and content.
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and develop personal self-control, self-motivation and positive self-esteem.
- Establish and maintain positive, collaborative relationships with families.
- Articulate a philosophy and rationale for decisions while continually assessing and evaluating the effects of their choices and actions on others.
- Serve as an advocate on behalf of young children and their families, programs for young children and the working environment for early childhood educators.
- Demonstrate an understanding of the early childhood profession and a commitment to professionalism.
- Demonstrate competence in managing human, fiscal, and spatial resources while meeting the health and safety needs of children and adults.
- Model global awareness and respecting the cultural diversity of children.
- Examine, discuss, evaluate and critique various issues and trends in Early Childhood Education.
- Identify and explain the major historic events and theoretical perspectives of Early Childhood Education.

The CDA requires a total of 120 hours training. These requirements can be met by completing all of the following classes:

### Recommended Course Schedule

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 132</td>
<td>Observation Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 155</td>
<td>Administration of Early Learning Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 165</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 172</td>
<td>Early Literacy Development</td>
<td>3</td>
</tr>
</tbody>
</table>

The Child Development Associate certificate requires a total of 120 hours of clock hour training. CDA candidates must document at least 10 hours of training in the following areas:

- Planning a safe, healthy environment
- Steps to advance children's physical and intellectual development
- Positive ways to support children's social and emotional development
- Strategies to establish productive relationships with families
- Strategies to manage an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Principles of child growth and development

---

54 2010-11 CENTRALIA COLLEGE CATALOG
Earth Sciences

Emphasis: Geology, Geography, Oceanography, Astronomy, Meteorology

Degree: Associate in Science

PURPOSE: The degree program in Earth Sciences transfers to four-year colleges and universities. Completion of the program qualifies a student for junior standing at most four-year colleges and universities in Washington except in astronomy at the University of Washington, and reasonably assures qualification outside of the state. The program will not qualify students for junior standing in astronomy at the University of Washington because only one year of physics with calculus is offered at Centralia College. Students not prepared to enter Mathematics 131 and Chemistry 121 should plan on more than four years to complete a bachelor's degree in one of the earth sciences. For those students, a three-year program of study at Centralia College, carefully planned with an advisor, is recommended.

Many transfer schools have language requirements for admission or for certain kinds of bachelor's degrees. Graduate work in science may require a foreign language, probably German, French, or Russian.

The program outlined below is more rigorous in mathematics, chemistry, and physics than minimum requirements at some four-year colleges and universities for some earth sciences. Substitution of less rigorous courses is not generally recommended.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 135 Precalculus Refresher</td>
<td>5</td>
</tr>
<tr>
<td>OR MATH&amp; 142 Precalculus II</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 164 Calculus III</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
</tr>
</tbody>
</table>

Spring Quarter, Second Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 212 Differential Equations</td>
</tr>
<tr>
<td>PHYS&amp; 223 Engineering Physics III</td>
</tr>
<tr>
<td>Social Science Distribution***</td>
</tr>
</tbody>
</table>

***Students are required to complete 3-5 credits in a Diversity course (D).

Education

Degree: Associate in Arts

PURPOSE: The Education program transfers to a four-year college or university for students planning a teaching career. Requirements of four-year colleges vary greatly, and individual programs need to be coordinated with the institution to which the prospective teacher plans to transfer. Future elementary teachers should also seriously consider involvement in music, art, or drama activities. See your advisor for additional information.

Students wishing to access the City University or St. Martin's University elementary teacher training program at Centralia College should meet with their advisor in order to assure that required prerequisite courses are taken.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 102 Composition I</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
</tr>
<tr>
<td>Humanities Distribution</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
</tr>
<tr>
<td>Science Distribution</td>
</tr>
<tr>
<td>Social Science Distribution</td>
</tr>
</tbody>
</table>

Fall Quarter, Second Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC&amp; 201 Intro to Education</td>
</tr>
<tr>
<td>EDUC 202 Classroom Observation</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
</tr>
<tr>
<td>Quantitative Skills Distribution</td>
</tr>
<tr>
<td>Science Distribution</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology</td>
</tr>
<tr>
<td>Content Elective</td>
</tr>
<tr>
<td>Humanities Distribution</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEC 190 Co-op Work Experience</td>
</tr>
<tr>
<td>DEUC 275 Curriculum Dev.</td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity (D) course.

Electronics, Robotics & Automation

Emphasis: Electronics, Robotics & Automation

Degree: Associate in Applied Science

PURPOSE: The goal of this program is to provide a graduate with the skills needed to find a job at a company that uses high-end automation equipment. This equipment ranges from devices controlled by programmable logic controllers (industrial computers) to robotic devices. A successful student will have learned core electronics skills, characteristics and operation of various types of electric motors, pneumatics and embedded controllers.

In modern production facilities the plant is often under the control of machinery connected with Ethernet, DeviceNet or ControlNet. Thus, this program has a strong component which includes computers and computer networking.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Use electronic test equipment: digital multi-meters, oscilloscopes, function generators, power supplies
- Troubleshoot series, series-parallel circuits
- Troubleshoot circuits with active components
- Program robotic arms and autonomous robots
- Hook up motor controller circuitry such as magnetic motor starters

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 113 Cabling and Soldering</td>
<td>5</td>
</tr>
<tr>
<td>ELT 115 DC Electronics</td>
<td>5</td>
</tr>
<tr>
<td>ERA 150 Principles of Robotics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100 Technical Math I</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101 Written Communication</td>
</tr>
<tr>
<td>ELT 121 AC Electronics</td>
</tr>
<tr>
<td>ERA 120 Sensor Technology</td>
</tr>
<tr>
<td>ERA 151 Mechanical Systems</td>
</tr>
<tr>
<td>MATH 110 Technical Math II</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 133 Solid State Electronics</td>
</tr>
<tr>
<td>ELT 137 Power Supplies</td>
</tr>
<tr>
<td>ERA 250 Automation I</td>
</tr>
<tr>
<td>HLTH 145 Safety and Fitness</td>
</tr>
</tbody>
</table>
Fall Quarter, Second Year Credits
CST 224 Java 5
ELT 212 Computer Electronics I 4
ELT 213 Small Signal Amplifiers 5
ERA 251 Automation II 4
T8

Winter Quarter, Second Year Credits
ELT 222 Computer Electronics II 5
ELT 223 Large Signal Amplifiers 5
ELT 238 Network Technology I 4
ERA 230 Robotics Programming 4
T8

Spring Quarter, Second Year Credits
ELT 235 Communication Systems 5
ERA 270 Robotics Project 4
H R 110 Human Relations in the Workplace 3
T7

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
• Understand and operate electrical systems.
• Understand the components used in the transmission of electricity.
• Specialize in either power generating, power transmission, metering, substation operations, plant mechanics, or boiler operations.

Suggested Order of Classes
Fall Quarter, First Year Credits
BTEC Computer Course 1
CNT 117 Windows Workstation OS 2
MATH 100 Technical Math I 5
PP0 100 Intro to Energy Industry 5
T3

Winter Quarter, First Year Credits
COMM 101 Written Communications 3
MATH 110 Technical Math II 3
PP0 102 Power Generation 5
PP0 120 Print Reading 4
T5

Spring Quarter, First Year Credits
ENGL& 235 Technical & Professional Writing 3
PP0 103 Electric Utility Distribution System 5
PP0 130 Industrial Safety 5
Elective Credits 5
T8

Summer Quarter, First Year Credits
BTEC 191 Coop Work Experience Seminar 1
PP0 190 Cooperative Work Experience OR
PP0 191 Power Plant & Substation Tours 3
4

Fall Quarter, Second Year Credits
H R 110 Human Relations in the Workplace 3
PP0 201 Plant Systems & Equipment 5
Elective Credits 5
T3

Winter Quarter, Second Year Credits
ENVS& 100 Survey of Environ Science 5
PP0 202 Plant Maintenance 5
Elective Credits 5
T5

Spring Quarter Second Year Credits
HLTH 145 Safety & Fitness 3
PP0 203 Refrigeration & HVAC 5
Elective Credits 5
T3

Recommended Elective Courses:
BUS& 101 Introduction to Business 5
CET 112 Computer Aided Drafting 3
ELT 115 DC Electronics 5
ELT 121 AC Electronics 5
ENGL& 101 Composition I - required for transfer students 5
PHYS& 100 Physics: Non-Science Majors 5
PP0 150 Energy Efficiency 3
PP0 151 Energy Efficiency Lab 2
Computer Courses
Basic Welding


d

Electronics Assembler

Degree: Certificate of Completion

PURPOSE: To be able to compete for work as an Electronics Assembler. Many electronics manufacturers hire assemblers to assemble electronics subassemblies or complete products.

While these jobs do not require the extensive knowledge of an electronics technician, they do require knowledge about electronic components and assembly techniques. Examples of companies that hire assemblers are Boeing, John Fluke Co., Rane, Hewlett-Packard, and Mackie Designs.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:
• Use electronic test equipment: digital multi-meters, oscilloscopes, function generators, power supplies
• Troubleshoot series, series-parallel circuits.
• Troubleshoot circuits with active components
• Program robotic arms and autonomous robots
• Hook up motor controller circuitry such as magnetic motor starters

Certificate Requirements - Any Quarter
ELT 113 Cabling and Soldering 5
ELT 115 DC Electronics 5
MATH 100 Technical Math I 5
T5

Energy Technology

Emphasis: Energy Technology

Power Operations

Degree: Associate in Applied Science

PURPOSE: The Energy Technology emphasis degree offers coursework in traditional sources of power generation as well as renewable energy and energy efficiency. The program prepares students for entry level positions such as power plant assistant control operator, technician, and other high voltage apprenticeships.

English

Emphasis: English

Degree: Associate in Arts

PURPOSE: The English program is a transfer program providing introductory-level and survey courses within the parameters of an English major as that English major is defined at the baccalaureate degree-granting institution to which the student transfers. Most English departments at the baccalaureate level will accept 10-15 credits of lower-level English courses as meeting minimum requirements toward a major in English. English credits taken at Centralia College beyond the 10-15 acceptable credits at the baccalaureate institution will be considered elective credits and may or may not fulfill English major requirements.

Suggested Order of Classes
Fall Quarter, First Year Credits
ENGL& 101 Composition I 5
Humanities Distribution 5
Social Science Distribution* 5
T3

Winter Quarter, First Year Credits
ENGL& 102 Composition II 5
Elective (Literature or Creative Writing) 5
Humanities Distribution 5
T3

Spring Quarter, First Year Credits
Elective (Literature class) 5
Health and Fitness Distribution 3
Quantitative Distribution 5
Social Science Distribution 5
T8

Fall Quarter, Second Year Credits
Elective (Literature class) 5
Humanities Distribution 5
Science Distribution 5
T3

Winter Quarter, Second Year Credits
Elective (Literature or Creative Writing) 5
Science Distribution 5
Social Science Distribution 5
T3

Spring Quarter, Second Year Credits
Elective (Literature class) 5
Humanities Distribution 5
Science Distribution 5
T3

*It is recommended students take one History class to satisfy a distribution requirement.

Students are required to complete 3-5 credits in a Diversity course.
Engineering

**Emphasis:** Bioengineering and Chemical Engineering

**Degree:** Associate in Science-MRP

PURPOSE: The Bio/Engineering Associate in Science is a pre-engineering Major Related Program designed for students transferring to a four-year school to complete a degree in the sub-discipline of bioengineering or chemical engineering. Elective credits should be planned with the help of an engineering advisor and based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend.

This two-year program requires students to be ready for calculus by the second quarter of the first year.

If you are not well prepared in high school mathematics and science, you should plan a three-year program at Centralia College in preparation for transfer to a four-year school with the main emphasis in the first year on strengthening your mathematics, basic sciences, communication, and reading skills.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 161</td>
<td>General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Humanities Distribution***</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 162</td>
<td>General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 235</td>
<td>Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 163</td>
<td>General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>CS &amp; 131</td>
<td>Computer Science: C++</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS &amp; 141</td>
<td>Computer Science: Java</td>
<td>4-5</td>
</tr>
<tr>
<td>MATH &amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution **</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221</td>
<td>Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 261</td>
<td>Organic Chemistry I</td>
<td>6</td>
</tr>
<tr>
<td>PHYS &amp; 221</td>
<td>Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 222</td>
<td>Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 262</td>
<td>Organic Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>MATH &amp; 163</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 222</td>
<td>Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 212</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 223</td>
<td>Engineering Physics III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 118</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 264</td>
<td>Calculus IV</td>
<td>3-5</td>
</tr>
<tr>
<td>Humanities Distribution***</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution***</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS &amp; 141</td>
<td>Computer Science I: Java</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 223</td>
<td>Engineering Physics III</td>
<td>5</td>
</tr>
<tr>
<td>ENGR &amp; 204</td>
<td>Electrical Circuits</td>
<td>5</td>
</tr>
</tbody>
</table>

* Electives should be selected as appropriate for intended major ready and transfer institution. Four are required.

**Emphasis:** Computer and Electrical Engineering

**Degree:** Associate in Science-MRP

This pre-engineering degree is a Major Related Program designed for students transferring to a four-year college or university to complete a bachelor's degree in computer engineering or electrical engineering.

Elective credits should be planned with the help of an engineering advisor and based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend. This two-year program requires students to be ready for calculus by the second quarter of the first year. If you are not well prepared in high school mathematics and science, you should plan a three-year program at Centralia College in preparation for transfer to a four-year school with the main emphasis in the first year should be on strengthening your mathematics, basic sciences, communication, and reading skills.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM &amp; 161</td>
<td>General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 146</td>
<td>Intro to Statistics</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 162</td>
<td>General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 235</td>
<td>Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 163</td>
<td>General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>CS &amp; 131</td>
<td>Computer Science: C++</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS &amp; 141</td>
<td>Computer Science: Java</td>
<td>4-5</td>
</tr>
<tr>
<td>MATH &amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution **</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM &amp; 161</td>
<td>General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Precalculus Refresher</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH &amp; 146</td>
<td>Intro to Statistics</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH &amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL &amp; 235</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science Distribution**</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS &amp; 131</td>
<td>Computer Science I: C++</td>
<td>4</td>
</tr>
<tr>
<td>MATH &amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>Principles of Speech Comm</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEE 220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Emphasis:** Mechanical & Civil Engineering

**Degree:** Associate in Science-MRP

PURPOSE: This pre-engineering degree is a Major Related Program designed for students transferring to a four-year college or university to complete a degree in the sub-disciplines of mechanical, civil, aeronautical, industrial, and materials science engineering. Elective credits should be planned with the help of an engineering advisor and based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend. This two-year program requires students to be calculus ready second quarter of the first year. If you are not well prepared in high school mathematics and science, you should plan a three-year program at Centralia College in preparation for transfer to a four-year school. The main emphasis in the first year should be on strengthening your mathematics, basic sciences, communication, and reading skills.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM &amp; 161</td>
<td>General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Precalculus Refresher</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH &amp; 146</td>
<td>Intro to Statistics</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM &amp; 161</td>
<td>General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Social Science Distribution**</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS &amp; 131</td>
<td>Computer Science I: C++</td>
<td>4</td>
</tr>
<tr>
<td>MATH &amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110</td>
<td>Principles of Speech Comm</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEE 220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR &amp; 214</td>
<td>Statics*</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 221</td>
<td>Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution***</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution***</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 203</td>
<td>Applied Numerical Methods</td>
<td>5</td>
</tr>
<tr>
<td>MATH &amp; 163</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 222</td>
<td>Engineering Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS &amp; 141</td>
<td>Computer Science I: Java</td>
<td>5</td>
</tr>
<tr>
<td>PHYS &amp; 223</td>
<td>Engineering Physics III</td>
<td>5</td>
</tr>
<tr>
<td>ENGR &amp; 204</td>
<td>Electrical Circuits</td>
<td>5</td>
</tr>
</tbody>
</table>

* An Economics class is recommended.

If you need review prior to Calculus I (MATH & 151), you may take Precalculus Refresher (MATH 135) Fall quarter, first year.

**Students are required to complete 3-5 credits in a Diversity course (D).**
Spring Quarter, First Year  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 214 Statics</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Distribution **</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution ***</td>
<td>5</td>
</tr>
</tbody>
</table>

Fall Quarter, Second Year  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 225 Mechanic of Materials</td>
<td>5</td>
</tr>
<tr>
<td>MATH 118 Linear Algebra</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution **</td>
<td>5</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 215 Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 163 Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 203 Applied Numerical Methods</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives must include a minimum of 2 or more courses chosen from Calculus IV, Technical Writing, and Electrical Circuits.

*If you need review prior to MATH& 151 Calculus I, you should take MATH 135 Precalculus Refresher Fall Quarter, First year.

**A course in economics is recommended, either ECON& 201 or ECON& 202.

***Students are required to complete 3-5 credits in a Diversity course.

**Emphasis:** Mechanical Engineering Technology

**Degree:** Associate in Science-MRP

This pre-engineering degree is a Major Related Program designed for students transferring to a four-year college or university to complete a degree in the sub-disciplines of mechanical, civil, aeronautical, industrial, and materials science engineering. Elective credits should be planned with the help of an engineering advisor and based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend. This two-year program requires students to be calculus ready second quarter of the first year.

If you are not well prepared in high school mathematics and science, you should plan a three-year program at Centralia College in preparation for transfer to a four-year school. The main emphasis in the first year should be on strengthening your mathematics, basic sciences, communication, and reading skills.

---

**Suggested Order of Classes**

**Fall Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100 Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>MATH 135 Precalculus Refresher</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 201 Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>ECON&amp; 202 Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 111 Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I*</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp; 131 Computer Science I: C++</td>
<td>4-5</td>
</tr>
<tr>
<td>ECON&amp; 141 Computer Science I: Java</td>
<td>4-5</td>
</tr>
<tr>
<td>ENGR&amp; 112 Engineering Graphics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH&amp; 214 Statistics*</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 225 Mechanic of Materials</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution ***</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 215 Dynamics*</td>
<td>5</td>
</tr>
<tr>
<td>MATH 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 163 Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS&amp; 222 Engineering Physics III</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 101 Principles of Speech Comm*</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 220 Public Speaking*</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

*Select at least three as appropriate for intended major and transfer institution.

**If you need review prior to MATH& 151, you should take Precalculus Refresher (MATH 135) Fall Quarter, First year.

***Students are required to complete 3-5 credits in a Diversity course (D).

---

**Environmental Studies**

**Emphasis:** Environmental Studies

**Degree:** Associate in Arts

**PURPOSE:** The AA degree in Environmental Studies is intended for students who plan a career in an environmental field in areas such as conservation biology, environmental chemistry, environmental geology, energy resources, environmental planning, agroecology or atmospheric sciences.

**Fall Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 100 Survey of Biology</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 201 Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 202 Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 203 Physical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 203 Introduction to Economics</td>
<td>4</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 111 Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I*</td>
<td>5</td>
</tr>
</tbody>
</table>

---

**Environmental Science**

**Emphasis:** Environmental Science

**Degree:** Associate in Science

**PURPOSE:** The AS degree in Environmental Science is intended for students who plan a career as a scientist or technician in an environmental field such as conservation biology, environmental chemistry, environmental geology, energy resources, environmental planning, agroecology or atmospheric sciences.

**Fall Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 221 Majors Ecology/Evolution</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 201 Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 202 Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 203 Physical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 203 Introduction to Economics</td>
<td>4</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 111 Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I*</td>
<td>5</td>
</tr>
</tbody>
</table>

---

Electives must include a minimum of 2 or more courses chosen from Calculus IV, Technical Writing, and Electrical Circuits.

*If you need review prior to MATH& 151 Calculus I, you should take Precalculus Refresher (MATH 135) Fall Quarter, First year.

**A course in economics is recommended, either ECON& 201 or ECON& 202.

***Students are required to complete 3-5 credits in a Diversity course (D).
<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 222 Major Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>MATH&amp; 142 Precalculus II</td>
<td>5</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 223 Major Organismic Phys</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 163 General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS&amp; 100 Survey of Environmental Science</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL&amp; 101 Intro to Physical Geology</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON&amp; 201 Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 130 Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Distribution OR Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity (D) course.

**NOTES:** Check for prerequisites at transfer institutions, particularly for natural science and foreign language requirements.

---

**Exercise Science**

See Physical Education, Health and Recreation

---

**Fine Arts**

**Emphasis:** Fine Arts

**Degree:** Associate in Arts

PURPOSE: The AA degree with a Fine Arts emphasis is for students interested in transferring to a four-year college or university to complete a bachelor's degree with a major in art.

As well as providing a basic liberal arts foundation, this program provides a solid base in studio art and art history which is essential for those interested in entering a variety of art professions.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART&amp; 100 Art Appreciation</td>
<td>5</td>
</tr>
<tr>
<td>ART 110 Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 200 World Art Survey I</td>
<td>5</td>
</tr>
<tr>
<td><strong>T4</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111 Sculpture</td>
<td>5</td>
</tr>
<tr>
<td>ART 201 World Art Survey II</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102 Drawing I</td>
<td>5</td>
</tr>
<tr>
<td>ART 202 World Art History III</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Skill</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 121</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Math Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 122</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>ANTH&amp; 206 Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 123</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 250 Intercultural Communications</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN&amp; 221 Spanish IV or Elective (for French and German majors)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN&amp; 222 Spanish VI (for Spanish majors) or Elective (for French and German majors)</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN&amp; 223 Spanish VI (for Spanish majors) or Elective (for French and German majors)</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:** Students are advised to consult their advisor for the selection of distribution and elective credits. Foreign language majors are encouraged to include courses in Anthropology, Political Science, Business, Education, Criminal Justice or Medical and Legal Terminology, depending on focus.

---

**Foreign Languages**

**Emphasis:**

- French
- German
- Spanish

**Degree:**

- Associate in Arts or
- Associate in Liberal Arts

PURPOSE: Designed for transfer but is also appropriate for anyone who wishes a solid foundation in French, German, or Spanish. It will benefit students with personal reasons for speaking a foreign language as well as travelers and those planning a career in international business, teaching, social work, interpreting, translating, and the foreign service, to name but a few possibilities.

To qualify for this degree you must complete a minimum of 90 credits in courses numbered 100 or above.

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 123</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Math Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 122</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>ANTH&amp; 206 Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRCH&amp; GERM&amp;, or SPAN&amp; 123</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 250 Intercultural Communications</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>T5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Humanities Distribution** OR Social Science Distribution***</td>
<td>5</td>
</tr>
<tr>
<td><strong>T7</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 225 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 163 General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T7</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**Geography**

See Earth Sciences

---

**Geology**

See Earth Sciences

---

**General Engineering**

See Engineering

---

**General Science Education**

**Emphasis:** General Science Education

**Degree:** Associate in Science-MRP

PURPOSE: This Major Related Program is intended to prepare students who want to become general science teachers. Students who complete this degree will have completed lower division general education requirements as well as the prerequisites for a major in general science.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Humanities Distribution** OR Social Science Distribution***</td>
<td>5</td>
</tr>
<tr>
<td><strong>T7</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 225 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td><strong>T6</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 163 General Chemistry w/lab III</td>
<td>6</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td><strong>T7</strong></td>
<td></td>
</tr>
</tbody>
</table>
Fall Quarter, Second Year
PSYC& 100 General Psychology 5
Science Distribution* 5-6
Science Distribution** 5
15-16

Winter Quarter, Second Year
EDUC& 201 Intro to Education 3
Health & Fitness Distribution 1
Science Distribution* 5-6
Science Distribution** 5
14-15

Spring Quarter, Second Year
EDUC 202 Classroom Observation 2
MATH& 146 Intro to Statistics 5
Science Distribution* 5-6
Science Distribution** 5
17-18

* 15 quarter credits from the following sequences: Biology of majors (BIOL& 221, 222, 223) or Engineering Physics (PHYS& 221, 222, 223)
** 10-15 quarter credits in physics, geology, organic chemistry, biology or mathematics, consisting of courses normally taken for science majors (not general education), preferably in a 2 or 3 quarter sequence.

***Students are required to complete 3-5 credits in a Diversity course.

Graphic Design
Emphasis: Graphic Design
Degree: Associate in Arts

PURPOSE: Graphic design is a form of visual communication that integrates elements of art, typography, and photography to convey ideas, inform, persuade, or sell. It is a powerful tool for making messages clear and effective.

Students are required to complete 3-5 credits in a Diversity course.

History
Emphasis: History
Degree: Associate in Arts

PURPOSE: The Associate in Arts degree with emphasis in History is designed to provide students with a broad understanding of human experience and achievement. Students will gain a deeper appreciation of the past and the ability to analyze and interpret historical events and issues.

Students are required to complete 3-5 credits in a Diversity course.

Humanities

Emphasis: Humanities
Degree: Associate in Arts

PURPOSE: The Associate in Arts degree with emphasis in Humanities is designed for those planning to major in English, History, Political Science, or related areas. It provides a foundation in the study of human culture and thought, including art, music, literature, and philosophy.

Students are required to complete 3-5 credits in a Diversity course.

Suggested Order of Classes

Fall Quarter, First Year
ART 110 Design 4
ART 200 World Art Survey I 5
Health and Fitness Distribution 3
Humanities Distribution 5
17

Winter Quarter, First Year
ART 102 Drawing 5
ENGL& 101 Composition I 5
Humanities Distribution 5
15

Spring Quarter, First Year
ART 111 Sculpture 5
ART 130 Computer Graphics 5
ART 202 World Art Survey III 5
15

Fall Quarter, Second Year
ART 151 Typogaphy 5
Quantitative Skill Distribution 5
Science Distribution 5
15

Winter Quarter, Second Year
ART 135 Graphic Design 5
ENGL& 102 Composition II 5
Science Distribution 5
20

Spring Quarter, Second Year
Science Distribution 5
Social Science Distribution 5
Social Science Distribution 5
T5

See distribution list for courses that satisfy distribution requirements for AA programs.

Strongly recommended courses (consult with art advisor):
ART 174 Digital Photography 5
ART 201 World Art Survey II 5
 Recommended distribution for Graphic Design majors:
SPEE 110 Principles of Speech Comm 5
JOUR 160 Introduction to Mass Media 5

Students are required to complete 3-5 credits in a Diversity course.
Individualized Certificate Program

Emphasis: Individualized Certificate of Proficiency In Chosen Professional/Technical Field

PURPOSE: The Individualized Certificate Program (ICP) will provide students with an opportunity to receive a certificate of proficiency in an area that is not available from current programs. Students and staff will work with local businesses and agencies in a coordinated manner to provide specific training. The business or agency will serve as the training site providing technical education, equipment, and expertise. Students, in conjunction with professionals and college supervisors, will set specific learning goals to be achieved during field placement. In addition to site-based training, the student will complete an individual educational plan of general education courses on campus. Individualized certificates can be developed in a variety of fields, for example: veterinary assisting, medical/clinical aide and social service aide.

PROGRAM OUTCOMES: Students who successfully complete this program should be to:

- To give students foundational classes that will prepare them for basic communication and calculation tasks in their specific and related employment fields (writing, math, computers, etc.)
- To give students specific academic training in all relevant specialty courses related to their employment goals (medical terminology, human biology, MS Office I and II, Social Problems, etc.)
- Introduce students to the culture of the workplace in their employment fields, as well as specific tasks involved in their chosen professions through 12 credits of on-the-job training under the mentorship of one or more persons employed at that job site

Suggested Order of Classes

First Quarter

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 101</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 206</td>
<td>1</td>
</tr>
<tr>
<td>H R 101</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 154</td>
<td>1</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>12-14</td>
</tr>
</tbody>
</table>

Second Quarter

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 211</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>3</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>3-5</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>12-15</td>
</tr>
</tbody>
</table>

Third Quarter

<table>
<thead>
<tr>
<th>College-level Math OR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101</td>
<td>5</td>
</tr>
<tr>
<td>ICP 101</td>
<td>1</td>
</tr>
<tr>
<td>ICP 201</td>
<td>6</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>2-5</td>
</tr>
<tr>
<td></td>
<td>13-17</td>
</tr>
</tbody>
</table>

Fourth Quarter

<table>
<thead>
<tr>
<th>ICP 101</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICP 201</td>
<td>1</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>3</td>
</tr>
<tr>
<td>Related Required Course*</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>14-15</td>
</tr>
</tbody>
</table>

*Each ICP program contains required courses related to that individual training. For example, medically related training requires such courses as medical terminology, human biology, medical law and ethics, etc.

Some students may need to take pre-college courses to prepare for college courses, such as MATH 095, which would be added to the above plan.

Journalism

Emphasis: News Writing Degree: Associate in Arts

PURPOSE: The Associate in Arts degree program with an emphasis in Journalism is designed for students interested in transferring to a four year college or university to complete a bachelor’s degree in print journalism.

This program is also suited for students interested in a two-year terminal degree prior to ground-level entry work on a weekly or small daily newspaper.

In addition, the program can help individuals pursuing degrees in secondary education meet journalism endorsement requirements.

Students should take courses to learn the fundamental computer skills necessary for today’s journalist. Individuals who do not have basic computer skills should consider courses in word processing, electronic publishing, and the Internet.

Students interested in photojournalism should explore photography courses offered by the art department as well as work on the student newspaper.

For additional information regarding the Journalism emphasis consult the news writing faculty advisor.

Suggested Order of Classes

Fall Quarter, First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL &amp; 101</td>
<td>5</td>
</tr>
<tr>
<td>JOUR 106</td>
<td>5</td>
</tr>
<tr>
<td>M ST 260</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 135</td>
<td>5</td>
</tr>
<tr>
<td>ENGL &amp; 102</td>
<td>5</td>
</tr>
<tr>
<td>JOUR 111</td>
<td>3-5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

Spring Quarter, First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 174</td>
<td>5</td>
</tr>
<tr>
<td>JOUR 112</td>
<td>3-5</td>
</tr>
<tr>
<td>JOUR 160</td>
<td>5</td>
</tr>
<tr>
<td>Quantitative Skill Distribution</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>18-20</td>
</tr>
</tbody>
</table>

Fall Quarter, Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 113</td>
<td>3-5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2-5</td>
</tr>
<tr>
<td></td>
<td>13-20</td>
</tr>
</tbody>
</table>

Winter Quarter, Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 211</td>
<td>3-5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2-5</td>
</tr>
<tr>
<td></td>
<td>13-20</td>
</tr>
</tbody>
</table>

Spring Quarter, Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>2-5</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>13-20</td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity course.

Marketing

Also see Business - Marketing

Mathematics

Emphasis: Mathematics Degree: Associate in Arts

PURPOSE: The Associate in Arts degree with an emphasis in Mathematics is for students interested in transferring to a four-year college or university to complete a bachelor’s degree in mathematics.

If you are not well prepared in high school math, you should plan, with your advisor, a three-year program to prepare for transfer to a four-year college or university. The emphasis in the first year should be on strengthening your math, basic science, communication, and reading skills.

Most mathematicians need skills in other areas of science, so courses in physical sciences, in addition to physics, or life sciences should be considered.

Many transfer schools have language requirements; graduate work in mathematics may require a foreign language, probably German, French, or Russian. Careful planning with your advisor can help you avoid awkward decisions.
Suggested Order of Classes

**Fall Quarter, First Year**
- ENGL& 101 Composition I 5
- MATH& 135 Precalculus Refresher 5
- OR
- MATH 135 Precalculus Refresher 5
- Elective (M) (Depends on placement) 5
- Health and Fitness Distribution 1
- Humanities Distribution 5
- Science Distribution 5
- T6

**Winter Quarter, First Year**
- ENGL& 101 Composition I 5
- MATH& 151 Calculus I 5
- MATH 156 Calculus Lab 1
- Science Distribution 5
- T6

**Spring Quarter, First Year**
- ENGL& 102 Composition II 5
- MATH& 152 Calculus II 5
- Health and Fitness Distribution 1
- Social Science Distribution 5
- T6

**Fall Quarter, Second Year**
- MATH 118 Linear Algebra 5
- MATH& 164 Calculus III 5
- Science Distribution* 5
- Social Science Distribution 5
- T6

**Winter Quarter, Second Year**
- MATH& 152 Calculus II 5
- Health and Fitness Distribution 1
- Social Science Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 212 Differential Equations 5
- MATH& 264 Calculus IV 3
- Health and Fitness Distribution 1
- Social Science Distribution 5
- T4

**Recommended Courses**
- BIOL& 221, 222, 223 5
- MATH 228 Discrete Math 5
- PHYS& 222, 223 Engineering Physics 5
- ZOOL 251, 252 5

Students are required to complete 3-5 credits in a Diversity course.

### Media Studies

**Emphasis:** Radio Broadcasting

**Degree:** Associate in Arts

**Purpose:** The Associate in Arts degree with emphasis in Media Studies is designed for students interested in transferring to a four-year college or university to complete a bachelor’s degree in Electronic Media. In some cases this program is equally suited for students interested in a two-year terminal degree prior to entry in the media field. The Electronic Media facilities at Centralia College are unique among Washington State community colleges. Those students desiring an emphasis on Radio Broadcasting have ample opportunity for live “on-the-air” experience in broadcasting on KCED-FM the campus radio station. Students will also be exposed to production techniques in state of the art production facilities. Classes place an emphasis on FCC rules and regulations, recording and editing techniques, how to run and operate a stations “on-air” operating system, how to follow a stations format, proper vocal technique, duties of a stations music director as well as all other relevant positions in a radio station. Students will also learn methods of preparing for radio shows, recording air checks and searching for jobs in the industry. News and sports announcing will also be covered. Students who transfer to a four-year college should consult their advisors for choice of distribution credit and elective courses.

### Mathematics Education

**Emphasis:** Mathematics Education

**Degree:** Associate in Math Education-MRP

**Purpose:** The Associate in Math Education is a Major Related Program intended to prepare students who wish to become secondary math teachers. Students who complete this degree will have completed lower division general education requirements as well as the prerequisites for a major in math.

## Suggested Order of Classes

**Fall Quarter, First Year**
- ENGL 101 Composition I 5
- MATH 135 Precalculus Refresher 5
- OR
- MATH& 146 Intro to Statistics 5
- Humanities Distribution 5
- T5

**Winter Quarter, First Year**
- PSYC& 100 General Psychology 5
- MATH& 152 Calculus II 5
- Humanities Distribution*** 5
- T5

**Spring Quarter, First Year**
- MUSIC 220 Intro to Music Theory 5
- Social Science Distribution 5
- Humanities Distribution 5
- T5

**Fall Quarter, Second Year**
- MATH& 164 Calculus III 5
- Humanities Distribution 5
- Social Science Distribution 5
- T5

**Winter Quarter, Second Year**
- MATH& 163 Calculus III 5
- Health and Fitness Distribution 1
- Social Science Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

### Recommended Courses
- BIOL& 221, 222, 223 5
- MATH 228 Discrete Math 5
- PHYS& 222, 223 Engineering Physics 5
- ZOOL 251, 252 5

Students are required to complete 3-5 credits in a Diversity course.

---

**Mathematics Education**

**Emphasis:** Mathematics Education

**Degree:** Associate in Math Education-MRP

**Purpose:** The Associate in Math Education is a Major Related Program intended to prepare students who wish to become secondary math teachers. Students who complete this degree will have completed lower division general education requirements as well as the prerequisites for a major in math.

Suggested Order of Classes

**Fall Quarter, First Year**
- ENGL 101 Composition I 5
- MATH 135 Precalculus Refresher 5
- OR
- MATH& 146 Intro to Statistics 5
- Humanities Distribution 5
- T5

**Winter Quarter, First Year**
- PSYC& 100 General Psychology 5
- MATH& 152 Calculus II 5
- Humanities Distribution*** 5
- T5

**Spring Quarter, First Year**
- MUSIC 220 Intro to Music Theory 5
- Social Science Distribution 5
- Humanities Distribution 5
- T5

**Fall Quarter, Second Year**
- MATH& 164 Calculus III 5
- Humanities Distribution 5
- Social Science Distribution 5
- T5

**Winter Quarter, Second Year**
- MATH& 163 Calculus III 5
- Health and Fitness Distribution 1
- Social Science Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Second Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Third Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Fall Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Winter Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

**Spring Quarter, Fourth Year**
- MATH 228 Discrete Math 5
- Social Science Distribution 5
- Humanities Distribution 5
- T6

### Recommended Courses
- BIOL& 221, 222, 223 5
- MATH 228 Discrete Math 5
- PHYS& 222, 223 Engineering Physics 5
- ZOOL 251, 252 5

Students are required to complete 3-5 credits in a Diversity course.

---

**Mathematics Education**

**Emphasis:** Mathematics Education

**Degree:** Associate in Math Education-MRP

**Purpose:** The Associate in Math Education is a Major Related Program intended to prepare students who wish to become secondary math teachers. Students who complete this degree will have completed lower division general education requirements as well as the prerequisites for a major in math.

Suggested Order of Classes

**Fall Quarter, First Year**
- ENGL 101 Composition I 5
- MATH 135 Precalculus Refresher 5
- OR
- MATH& 146 Intro to Statistics 5
- Humanities Distribution 5
- T5

**Winter Quarter, First Year**
- PSYC& 100 General Psychology 5
- MATH& 152 Calculus II 5
- Humanities Distribution*** 5
- T5

**Spring Quarter, First Year**
- MUSIC 220 Intro to Music Theory 5
- Social Science Distribution 5
- Humanities Distribution 5
- T5
### Media Studies–Broadcast Journalism
**Emphasis:** Broadcast Journalism  
**Degree:** Associate in Arts  

PURPOSE: The Media Studies program is designed for students interested in transferring to a four-year college or university to complete a bachelor's degree in Electronic Media. In some cases this program is equally suited for students interested in a two-year terminal degree prior to entry in the media field. The Electronic Media facilities at Centralia College are unique among Washington State community colleges. Students learn on professional audio and video equipment and are provided experience in numerous areas of production. Students primarily interested in Broadcast Journalism will work in conjunction with the College's Journalism department. Classes in Media Studies will give students the opportunity to gain skills in writing for broadcast news, announcing and reporting for both radio and television, some light production skills that will include recording and editing audio and visual media. Students will practice in the College's television studio and on live broadcasts on KCED-FM, the campus radio station. Students who transfer to four-year college should consult their advisors for choice of distribution credit and elective courses.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL &amp; 101 Composition I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JOUR 108 Intro to News Writing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 230 Radio Broadcasting</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 260 Intro to Television &amp; Video Production</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Winter Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL &amp; 102 Composition II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JOUR 107 Intro to News Writing II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>M ST 261 Adv. Television &amp; Video Production</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M ST 220 Broadcast News and Prod</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>M ST 262 Television Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Quarter, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR 111 Newspaper Staff I</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity course.

### Media Studies–Film
**Emphasis:** Media Studies–Film  
**Degree:** Associate in Arts

PURPOSE: The Associate in Arts degree with emphasis in Media Studies is designed for students interested in transferring to a four-year college or university to complete a bachelor's degree in Electronic Media. In some cases this program is equally suited for students interested in a two-year terminal degree prior to entry in the media field. The Electronic Media facilities at Centralia College are unique among Washington State community colleges. Students learn on professional audio and video equipment and are provided experience in numerous areas of production. For students interested primarily in Television and Film the Centalina College television studio and production facilities are well equipped and provide experience in taping, directing, editing and producing. Classes will help students attain skills in camera work, studio and field production, lighting, running an audio board, writing, directing, producing and editing short video projects. The Media Studies program in conjunction with the Drama department also offers students the opportunity to learn some set design and building crafts as well as lighting techniques and skills. Students in the Televisions and Film classes will have the opportunity to participate in live productions including broadcast of College Basketball games, community forums as well as help in recording the College Musical. Students who transfer to a four-year college should consult their advisors for choice of distribution credit and elective courses.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRMA 107 Beginning Acting</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JOUR 112 Newspaper Staff II</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>JOUR 160 Intro to Mass Media</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR 113 Newspaper Staff III</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity course.

### Media Studies–Sports Announcing and Production
**Emphasis:** Sports Announcing/Production  
**Degree:** Associate in Arts

PURPOSE: The Associate in Arts degree with emphasis in Media Studies is designed for students interested in transferring to a four-year college or university to complete a bachelor's degree in Electronic Media. In some cases this program is equally suited for students interested in a two-year terminal degree prior to entry in the media field. The Electronic Media facilities at Centralia College are unique among Washington State community colleges. Students learn on professional audio and video equipment and are provided experience in numerous areas of production. Students primarily interested in Sports Announcing have the opportunity to perfect their skills on campus radio station KCED-FM, on live broadcasts over the local cable access television station and in the College's Television studio and production rooms.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRMA 106 Intro to Stage Craft</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL &amp; 101 Composition I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 260 Intro to Television and Video Production</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Winter Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRMA 111 Stage Lighting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL &amp; 102 Composition II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HUM 270 Survey of Film Studies</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 261 Adv. Television and Video Production</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter, First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRMA 103 Set Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DRMA 120 Intro to Playwriting</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 262 Television Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Quarter, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRMA 107 Beginning Acting</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M ST 281 Television Internship</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to complete 3-5 credits in a Diversity course.
Classes and practical application will help the student develop the skills sports announcers use to broadcast and report on sporting events. Students also have the opportunity to host their own sports discussion shown on KCED as well as calling the play by play action of college basketball, baseball and local high school football games.

Instruction on vocal techniques, production, conducting and recording interviews, writing and research as well as specific duties of each member of a broadcast booth will be covered. Students who transfer to a four-year college should consult their advisors for choice of distribution credit and elective courses.

**Suggested Order of Classes**

**Fall Quarter, First Year**
- ENGL 101 Composition I 5
- M ST 125 Intro to Sport Broadcast 1
- M ST 126 Sports Announcing for Football 1
- M ST 230 Radio Broadcasting 5
- Social Science Distribution 5

**Winter Quarter, First Year**
- ENGL 102 Composition II 5
- M ST 127 Sports Announcing for Basketball 1
- M ST 231 Adv Radio Broadcast 5
- Health and Fitness Distribution 1
- Social Science Distribution 5

**Spring Quarter, First Year**
- JOUR 160 Intro to Mass Media 5
- M ST 128 Sports Announcing for Baseball 1
- M ST 220 Intro to Broadcast News & Production 4
- Health and Fitness Distribution 1
- Science Distribution 5

**Fall Quarter, Second Year**
- JOUR 106 Intro to News Writing 5
- M ST 129 Advanced Sports Announcing/Football 1
- M ST 260 Television Broadcasting and Production 5
- SPEE 110 Principles of Speech Comm 5
- Quantitative Skills Distribution 5

**Winter Quarter, Second Year**
- DRMA 107 Beginning Acting 5
- JOUR 107 Intro to News Writing II 5
- M ST 130 Advanced Sports Announcing/Basketball 1
- M ST 261 Adv. Television and Video Production 3
- Science Distribution 5

**Spring Quarter, Second Year**
- M ST 131 Advanced Sports Announcing/Baseball 1
- M ST 262 Television Production 3
- Health and Fitness Distribution 1
- Science Distribution 5
- Social Science Distribution 5

**Recommended Classes:**
- JOUR 111, 112, 113 - Newspaper Staff I-III (3-5)
- Students are required to complete 3-5 credits in a Diversity course.

**Medicine**
**See Pre-Medicine, Pre-Dentistry**

**Meteorology**
**See Earth Science**

**Music**
**Emphasis:** Music Theory/Composition

**Music Education**

**Music Performance**

**Associate in Arts**

**Degree:**

**Purpose:** The course of study provides the student with opportunity to develop professional skills required of a musician. Four-year music institutions require entrance auditions and music theory placement exams of all transferring students. In preparation, this program offers a firm background in music theory as well as numerous performance opportunities. The Associate in Arts degree with a music emphasis is for students intending a Bachelor of Music Degree at a four-year college or university.

For those students transferring out of state an Associate in Arts is not recommended.

**Entrance Requirements for Music Majors**

1. **Audition**
   - Every person intending to be a music major must audition on his or her major instrument. If the student desires to be a vocal major, a vocal audition must be prepared. Auditions will take place at the beginning of fall quarter. Auditions will take place on the fifth class day of fall quarter. At that time the student will be advised as to the instruction needed.

2. **Applied Music**
   - All instrumentalists and vocalists will be expected to study privately, every quarter. The Music Department can supply a list of qualified instructors that the student should contact to arrange private lessons.

3. **Music Theory Examinations**
   - All students enrolling in MUSC 131 Music Theory I must take a placement examination. This will take place the first day of class and will consist of scales, pitch recognition, pitch notation, clefs, and key signatures. Those students that do not score 80% or better must concurrently enroll in the course MUSC 100 Music Reading. All second year music majors will be given a theory proficiency examination during the spring quarter, second year of study. In order to receive a final grade in MUSC 233 Music Theory VI, competency must be demonstrated.

Both written and aural skills will be tested.

4. **Ensemble Requirement**
   - All music majors will be expected to perform in an ensemble each quarter. Piano majors will participate in choir.

To obtain an Associate in Arts degree additional courses must be taken in addition to the core music courses. Please consult with the transferring institution as to the specific courses required by that school.

**Suggested Order of Classes**

**Fall Quarter, First Year**
- ENGL 101 Composition I 5
- MUSC 115 Applied Music I 1
- MUSC& 121 Ear Training I 2
- MUSC& 131 Music Theory I 3
- Ensemble I* 1
- Social Science Distribution 5

**Winter Quarter, First Year**
- ENGL 102 Composition II 5
- MUSC 116 Applied Music II 1
- MUSC& 122 Ear Training II 2
- MUSC& 132 Music Theory II 3
- Ensemble II* 1
- Social Science Distribution 5

**Spring Quarter, First Year**
- MUSC 117 Applied Music III 1
- MUSC& 123 Ear Training III 2
- MUSC& 133 Music Theory III 3
- Ensemble III* 1
- SPEE 110 Principles of Speech Comm 5
- Social Science Distribution 5

**Fall Quarter, Second Year**
- MUSC 215 Applied Music IV 1
- MUSC& 221 Ear Training IV 2
- MUSC& 231 Music Theory IV 3
- Ensemble IV* 1
- Humanities Distribution 5
- Science Distribution 5

**Winter Quarter, Second Year**
- MUSC 216 Applied Music V 1
- MUSC& 222 Ear Training V 2
- MUSC& 232 Music Theory V 3
- Ensemble V* 1
- Quantitative Distribution 5
- Science Distribution 5

**Spring Quarter, Second Year**
- MUSC 217 Applied Music VI 1
- MUSC& 223 Ear Training VI 2
- MUSC& 233 Music Theory VI 3
- Ensemble VI* 1
- Health & Fitness Distribution 3
- Science Distribution 5

*Ensemble depends upon instrument.

All students transferring are required to audition for acceptance. Every music student, regardless of the specific musical field, will be required to take competency based examinations in order to receive credit in music theory. Music Theory and ensembles are required by all music schools during the first two years of study.
Students are required to complete 3-5 credits in a Diversity course.

**Natural Resources Management**

**Emphasis:**
- Forestry
- Fisheries
- Wildlife Management

**Degree:** Associate in Arts

PURPOSE: This Associate in Arts emphasis prepares students for transfer into Natural Resource Management professional programs typically with very specific coursework for a bachelor's degree. To prepare for a program in forestry, fisheries, or wildlife management students should take at least two quarters of Calculus and one quarter of Introduction to Statistics. Natural Science requirements vary among transfer institutions. Some require 10 credits of BIOL & 221, 222, 223 while others also require CHEM & 131.

Please consult with your advisor as you plan your curriculum and coordinate your program with the requirements of the institution to which you plan to transfer.

**Suggested Order of Classes**

**Fall Quarter, First Year**
- ENGL & 101 Composition I 5
- ENVS & 170 Intro to Natural Resources 5
- Social Science Distribution 5

**Winter Quarter, First Year**
- ENGL & 102 Composition II 5
- GEOL & 101 Intro to Physical Geology 5
- MATH & 146 Intro to Statistics 5

**Spring Quarter, First Year**
- BOTA 150 Dendrology - Trees in our Environment 5
- GEOL & 208 Geology of Pacific NW 5
- Humanities Distribution 5

**Fall Quarter, Second Year**
- BIOL & 221 Majors Evolution 5
- CHEM & 121 Intro to Chemistry 5
- Social Science Distribution 5

**Winter Quarter, Second Year**
- BIOL & 222 Majors Cell/Molecular 5
- Humanities Distribution 5
- Social Science Distribution 5

**Spring Quarter, Second Year**
- BIOL & 223 Majors Organismal Phys 5
- Elective 2
- Health and Fitness Distribution 3
- Humanities Distribution 5

Select Social Science distribution classes from the following:
- ECON & 201 Microeconomics
- POLS & 101 Intro to Political Science
- OR
- POLS & 202 American Government

Select Humanities distribution classes from the following list:
- SPEE 110 Principles of Speech Comm
- PHL 103 Introduction to Ethics
- plus five (5) credits of foreign language or other as needed for transfer program.

Students are required to complete 3-5 credits in a Diversity course.

**Natural Resources-Forestry Technician**

**Degree:** Associate in Applied Science

PURPOSE: Forestry is a profession which embraces the science, art, and practice of creating, managing, using and conserving forests in a sustainable manner for both human and ecological needs. (Helms 1998). Those practicing in the field of forestry are expected to have a broad field of knowledge in computation, communication, and managerial, biological and social sciences.

The Natural Resources-Forestry Technician Associate in Applied Science provides a broad foundation to prepare students for employment as entry-level forestry technicians or for further training.

The program utilizes an “applied approach”. Natural resource concepts and principles are integrated into field and laboratory applications. It is designed with transfer-level math, English, and other coursework to enable students to transfer to a bachelor degree program. The program is a collaboration with Grays Harbor College. The curriculum is modeled after the Society of American Foresters accreditation standards.

PROGRAM OUTCOMES: Students who successfully completed this program should be able to:

- Demonstrate the skills needed to enter the workforce as a forest technician and perform entry-level work as a timber cruiser, harvest unit layout crew member, regeneration specialist, survey crew member, GPS technician or assistant park ranger.
- Demonstrate mastery of basic knowledge in the major disciplines of forest technology related to: dendrology, mensuration, harvest methods and silviculture.
- Demonstrate abilities to complete necessary tasks of the profession including: plant identification, use of industry standard tools, field orientation, and field data gathering techniques.

**Suggested Order of Classes**

**Summer Quarter, First Year**
- CHEM & 121 Intro to Chemistry I 5

**Fall Quarter, First Year**
- BIOL & 100 Survey of Biology 5
- B A 161 Leadership Dev: Styles & Traits 2

**Spring Quarter, First Year**
- CHEM & 131 General Chemistry I 5
- GEOL & 101 Introduction to Geology 5
- MATH & 107 Math in Society 5

**Summer Quarter, Second Year**
- ENVS & 170 Intro to Natural Resources 5
- GIS & 250 GIS & Remote Sensing 5
- HLTH 145 Safety & Fitness 3
- NATR 191 Work Experience Seminar 1

**Fall Quarter, Second Year**
- ENVS & 170 Intro to Natural Resources 5
- GIS & 250 GIS & Remote Sensing 5
- HLTH 145 Safety & Fitness 3
- NATR 191 Work Experience Seminar 1

**Winter Quarter, First Year**
- ENGL & 235 Technical & Professional Writing 5
- ENVS & 100 Survey of Environmental Science 5
- OR
- ENVS & 170 Intro to Natural Resources 5
- GIS & 250 GIS & Remote Sensing 5
- HLTH 145 Safety & Fitness 3

**Summer Quarter, Second Year**
- ENGL & 235 Technical & Professional Writing 5
- ENVS & 100 Survey of Environmental Science 5
- OR
- ENVS & 170 Intro to Natural Resources 5
- GIS & 250 GIS & Remote Sensing 5
- HLTH 145 Safety & Fitness 3

**Fall Quarter, Second Year**
- ENVS & 170 Intro to Natural Resources 5
- GIS & 250 GIS & Remote Sensing 5
- HLTH 145 Safety & Fitness 3
- NATR 191 Work Experience Seminar 1

**Winter Quarter, First Year**
- CHEM & 121 Intro to Chemistry I 5
- CHEM & 131 General Chemistry I w/lab 5
- GEOL & 101 Introduction to Geology 5
- SPEE 110 Principles of Speech Comm 5
- H R 110 Human Relations in the Workplace 3

**Nursing-Registered**

**Major:** Nursing (RN)

**Degree:** Associate in Applied Science-Transfer

PURPOSE: The RN nursing program at Centralia College is designed to prepare men and women to give nursing care in a variety of health care settings.

Students who complete the RN program are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). In addition to preparing a student to compete for employment in the nursing profession, the AAS-T degree provides science and general education courses appropriate for students planning a future transfer directly into selected Bachelor of Science in Nursing (BSN) programs.
A maximum of 24 students are selected each year for the RN program. RN students must apply for admission to the program. Students wishing to enter the RN program must meet all of the prerequisite courses, grade point average requirements, and certified as a NAC in Washington State. Complete RN admission application materials are available through the Centralia College Office of Admissions & Records.

If you are admitted to the RN program, you must then provide consent forms and immunization records to the Nursing Director and attend a mandatory orientation session. Before beginning clinicals, students must receive clearance from the Washington State Patrol regarding the Child/Adult Abuse Information Act.

This involves a criminal records check required by clinical facilities in order to be at those clinical sites. You also must show proof of current CPR and First Aid Certification.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Caregiver-Provides nursing care interventions that demonstrate safety and a personal sense of accountability and commitment
- Decision Maker-Uses decision making as a purposeful, self-regulated process that incorporates critical thinking in the consideration of evidence, contexts, conceptualizations, methods and criteria
- Communicator-Demonstrates interactive communication processes (verbal, non-verbal, written, or through technology) that express advocacy, caring, compassion and cultural awareness
- Teacher-Transmits health information, evaluates responses to teaching, and modifies teaching based on identified responses to promote and facilitate informed decision making, achieve positive outcomes and support self-care activities
- Manager/Leader-Uses human, physical, financial and technological resources efficiently and effectively to meet client needs and support organizational outcomes. Possesses the ability to guide, teach, motivate, direct, and influence others to attain goals through cooperation and open professional communication in shared planning, decision making, problem solving and goal setting
- Researcher-Applies the scientific method to gain new knowledge, discover solutions to problems, advance the profession of nursing, and improve the delivery of nursing and health care

Prerequisites

Courses which are recommended to be taken prior to admission into the RN program.

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry 5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I 5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics 5</td>
</tr>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology 5</td>
</tr>
<tr>
<td>ZOOL 251 Anatomy &amp; Physiology I 5</td>
</tr>
<tr>
<td>ZOOL 252 Anatomy &amp; Physiology II 5</td>
</tr>
</tbody>
</table>

NAC Certification

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry 5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I 5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics 5</td>
</tr>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology 5</td>
</tr>
<tr>
<td>ZOOL 251 Anatomy &amp; Physiology I 5</td>
</tr>
<tr>
<td>ZOOL 252 Anatomy &amp; Physiology II 5</td>
</tr>
</tbody>
</table>

Nursing Courses

First Year, Fall Quarter

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 101 Basic Nursing Care Concepts 12</td>
</tr>
<tr>
<td>NURS 201 Nursing Care of Clients with Medical-Surgical Alterations 10</td>
</tr>
<tr>
<td>NURS 220 Management &amp; Leadership in Nursing 2</td>
</tr>
<tr>
<td>NURS 222 Transition to Practice 4</td>
</tr>
</tbody>
</table>

Second Year, Fall Quarter

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 202 Complex Alterations Medical-Surgical 12</td>
</tr>
</tbody>
</table>

Second Year, Fall Quarter

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 203 Complex Management of Psychiatric Mental Health 12</td>
</tr>
</tbody>
</table>

Nursing-Practical

Major: Practical Nursing

(First 4 quarters of R.N. program)

Degree: Certificate of Proficiency

PURPOSE: Designed to prepare men and women to give nursing care in hospitals, nursing homes, and clinics. The certificate allows the student to participate in nursing functions which require short term preparation and to practice nursing within a limited range of situations.
Pre-Nursing DTA

**Emphasis:** Pre-Nursing  
**Degree:** Associate in Arts

**Purpose:** The Teacher Education program is designed for students wanting to transfer to a four-year college or university to complete a bachelor's degree. This educational plan is well suited for students preparing for a career in exercise science.

**Career Opportunities:** There are many career opportunities available to four-year degree graduates. Graduates in the exercise sciences focus upon the prevention and care of athletic injuries, and cardiopulmonary conditioning for all age groups. These graduates often find work as exercise leaders, personal fitness trainers and fitness program directors in a variety of settings.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 170 Human Biology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

**Emphasis:** Exercise Science  
**Degree:** Associate in Arts

**Purpose:** The Exercise Science degree is designed for students wanting to transfer to a four-year college or university to complete a bachelor's degree. This educational plan is well suited for students preparing for a career in exercise science.

**Career Opportunities:** There are many career opportunities available to four-year degree graduates. Graduates in the exercise sciences focus upon the prevention and care of athletic injuries, and cardiopulmonary conditioning for all age groups. These graduates often find work as exercise leaders, personal fitness trainers and fitness program directors in a variety of settings.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>P E 101 Introduction to P E</td>
<td>3</td>
</tr>
<tr>
<td>PSYC&amp; 100 Intro to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

**Emphasis:** Pre-Pharmacy  
**Degree:** Associate in Arts

**Purpose:** The Pre-Pharmacy program is designed for students who intend to pursue a Bachelor of Science in Nursing (BSN) degree from a baccalaureate institution. The educational plan provides a broad-based general education that provides the necessary courses for entry into programs of study.

**Career Opportunities:** There are many career opportunities available to graduates of the Pre-Pharmacy program. Graduates often find work as pharmacy technicians, pharmacists, and in related fields.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Pharmacy</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 Intro to Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 146 Intro to Pharmacy</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Pharmacy</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 121 Intro to Pharmacy</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102 Composition II</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 100 General Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146 Intro to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>
Spring Quarter, Second Year

Credits

HLTH 154 First Aid/CPR 1
PSYC& 200 Lifespan Psychology 5
Humanities Distribution 5 1

Students are required to complete 3-5 credits in a Diversity course.

---

**Physics Education**

**Emphasis:** Physics Education

**Degree:** Associate in Science-MRP

The Associate in Science degree represents attainments generally required by four-year colleges and universities for pre-professional programs in scientific disciplines. The need for early concentration on coursework in the chosen scientific major diminishes the general educational experience demonstrated by the Associate in Arts degree.

By working with an advisor in the completion of one of the two Associate in Science tracks, you can transfer to one of the Washington State baccalaureate institutions with reasonable assurance that you have completed all or most of the prerequisite courses for the targeted science major.

This degree is intended to prepare students who want to be secondary physics teachers. Students who complete this degree will have completed lower division general education requirements as well as the prerequisites for a major in physics.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 135 Precalculus Refresher</td>
<td>OR</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 118 Linear Algebra</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 163 Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 203 Applied Numerical Methods</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 212 Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 223 Engineering Physics III</td>
<td>OR</td>
</tr>
</tbody>
</table>

---

**Pre-Chiropractic Pre-Physical Therapy**

**Emphasis:** Pre-Chiropractic Pre-Physical Therapy

**Degree:** Associate in Science

PURPOSE: The Pre-Chiropractic, Pre-Physical Therapy program is intended for persons who plan to pursue a professional career in chiropractic or physical therapy. The plan of study presents a challenging blend of natural and physical sciences and can be tailored to meet individual needs. If you complete the courses recommended, you are reasonably assured of being able to transfer with junior standing to most colleges and universities in Washington State. Students interested in physical therapy should be aware that a master’s degree is required for entry into professional practice. You are urged to consult with your advisor as you plan your curriculum and select electives. This will allow your advisor to coordinate your program with the requirements of the institution to which you expect to transfer.

Be certain to meet with your advisor to select a sequence of classes that will meet your transfer goals.

**Suggested Order of Classes**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 135 Precalculus Refresher</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical &amp; Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp; 131 Computer Science I C++</td>
<td>OR</td>
</tr>
<tr>
<td>CS&amp; 141 Computer Science I Java</td>
<td>4-5</td>
</tr>
<tr>
<td>MATH&amp; 152 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution***</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC&amp; 201 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 118 Linear Algebra</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Prin of Speech Comm</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202 Classroom Observation</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 163 Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>OR</td>
</tr>
<tr>
<td>ZOOL 251 Human Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
</tbody>
</table>

---
### Pre-Dental Hygiene

**Degree:** **Associate in Arts**

**PURPOSE:** The Pre-Dental Hygiene program provides appropriate science and general education courses for persons transferring to either a two- or four-year dental hygiene program. You may prepare for the one-year program below by completing high school chemistry, biology, and algebra or BIOL& 100 and MATH 098. Since there may be differences in prerequisites or curricula for dental hygiene programs at various colleges, you need to contact your advisor or the institution to which you will apply for specific details. You may also be required to complete the Dental Hygiene Aptitude Test. Your advisor will help you select an educational plan to complete this program of study.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Quarter, Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, First Year</td>
<td>ENGL 101 Composition I 5</td>
</tr>
<tr>
<td>Winter, First Year</td>
<td>CHEM 121 Intro to Chemistry 5</td>
</tr>
<tr>
<td>Spring, First Year</td>
<td>BIOL 170 Human Biology 5</td>
</tr>
<tr>
<td>Fall, Second Year</td>
<td>NUTR 101 Nutrition 5</td>
</tr>
<tr>
<td>Winter, Second Year</td>
<td>ZOOL 252 Human Anatomy &amp; Physiology 5</td>
</tr>
</tbody>
</table>

### Pre-Pharmacy

**Emphasis:** **Pre-Pharmacy**

**Degree:** **Associate in Science**

**PURPOSE:** The Pre-Pharmacy program is intended for persons who plan to pursue a professional career in pharmacy. The plan of study presents a challenging blend of natural and physical sciences and can be tailored to meet individual needs. If you complete the program outlined, you are reasonably assured of being able to transfer with junior standing to most colleges and universities in Washington State. You are urged to consult with your advisor as you plan your curriculum and select electives. This will allow your advisor to coordinate your program with the requirements of the institution to which you expect to transfer.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Quarter, Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, First Year</td>
<td>CHEM 161 General Chemistry w/lab I 6</td>
</tr>
<tr>
<td>Winter, First Year</td>
<td>CHEM 162 General Chemistry w/lab II 6</td>
</tr>
<tr>
<td>Spring, First Year</td>
<td>CHEM 163 General Chemistry w/lab III 6</td>
</tr>
<tr>
<td>Fall, Second Year</td>
<td>MATH 163 Calculus II 5</td>
</tr>
<tr>
<td>Winter, Second Year</td>
<td>PHYS 221 Engineering Physics I 5</td>
</tr>
</tbody>
</table>

### Pre-Medicine, Pre-Dentistry

**Emphasis:** **Pre-Medicine**

**Degree:** **Associate in Science**

**PURPOSE:** The Pre-Medicine, Pre-Dentistry program is intended for persons who wish to prepare for a career in a medical profession. Medical schools do not give higher priority to a given major field of study when selecting candidates. You are therefore encouraged to formulate a program of study which is scholastically challenging and which can be the basis for a future career or for graduate study in the event you are not admitted to a medical school. The program outlined below provides a solid foundation in the natural and physical sciences. If you complete this program of study, you are reasonably assured of being able to transfer with junior standing to most four-year colleges and universities in Washington State. You are urged to consult with your advisor as you plan your curriculum and select electives.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Quarter, Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, First Year</td>
<td>CHEM 161 General Chemistry w/lab I 6</td>
</tr>
<tr>
<td>Winter, First Year</td>
<td>CHEM 162 General Chemistry w/lab II 6</td>
</tr>
<tr>
<td>Spring, First Year</td>
<td>CHEM 163 General Chemistry w/lab III 6</td>
</tr>
<tr>
<td>Fall, Second Year</td>
<td>MATH 163 Calculus II 5</td>
</tr>
<tr>
<td>Winter, Second Year</td>
<td>PHYS 221 Engineering Physics I 5</td>
</tr>
</tbody>
</table>

---

**Practical Information:**

- Physical Therapy students should consult with their advisor about when to select PSYC& 100 and PSYC& 220.
- Chiropractic students must complete a total of 135 quarter credits before applying to a school of chiropractic medicine.
Pre-Veterinary Medicine

**Emphasis:** Pre-Veterinary Medicine  
**Degree:** Associate in Science

**PURPOSE:** The Pre-Veterinary program is intended for persons who plan to pursue a professional career. The plan of study presents a challenging blend of natural and physical sciences and can be used to meet the requirements for an animal science major at Washington State University. If you complete the program outlined below, you are reasonably assured of being able to transfer with junior standing to most colleges and universities in Washington State. You are urged to consult with your advisor as you plan your curriculum and select electives. This will allow your advisor to coordinate your program with the requirements of the institution to which you expect to transfer.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td>16</td>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 101 Composition I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 135 Precalculus Refresher</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>15</td>
<td>CHEM&amp; 162 General Chemistry w/lab II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH&amp; 151 Calculus I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Distribution ***</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td>16</td>
<td>CHEM&amp; 163 General Chemistry w/lab III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH&amp; 152 Calculus II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities Distribution ***</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>Social Science Distribution ***</td>
</tr>
<tr>
<td>Fall Quarter, Second Year</td>
<td>15</td>
<td>PHYS&amp; 221 Engineering Physics I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ZOOL 251 Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science Distribution ***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health &amp; Fitness Distribution</td>
</tr>
</tbody>
</table>

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, Second Year</td>
<td>15</td>
<td>MATH&amp; 146 Intro to Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH&amp; 163 Calculus III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS&amp; 222 Engineering Physics II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ZOOL 252 Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health &amp; Fitness Distribution</td>
</tr>
<tr>
<td>Winter Quarter, Second Year</td>
<td>16</td>
<td>BIO&amp; 260 Microbiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS&amp; 223 Engineering Physics III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ZOOL 253 Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health &amp; Fitness Distribution</td>
</tr>
</tbody>
</table>

*** Students are required to complete 3-5 credits in a Diversity course.

**Psychology**

**Emphasis:** Psychology  
**Degree:** Associate in Arts

**PURPOSE:** The Psychology program is for students interested in transferring to a four-year institution. This program addresses issues of human behavior, provides the opportunity to gain fuller understanding of one's self and others, and develops skills in human relations, communication, research, and analysis. Emphasis in psychology provides preparation for a variety of careers, and will benefit students majoring in education, nursing, physical and occupational therapy, business, law, medicine, or other disciplines which deal with people. Consult with psychology faculty for additional information.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
<td>PSYC&amp; 100 General Psychology</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>15</td>
<td>ENGL&amp; 102 Composition II</td>
</tr>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology</td>
<td>5</td>
<td>Science Distribution</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td>16</td>
<td>MATH&amp; 146 Intro to Statistics</td>
</tr>
<tr>
<td>PSYC 210 Personality Theories</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PSYC 250 Social Psychology</td>
<td>5</td>
<td>Humanities Distribution</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, Second Year</td>
<td>15</td>
<td>Health and Fitness Distribution</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
<td>Science Distribution</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Winter Quarter, Second Year</td>
<td>15</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>Social Science Distribution</td>
</tr>
</tbody>
</table>

**Sociology**

**Emphasis:** Sociology  
**Degree:** Associate in Arts

**PURPOSE:** The Sociology program provides a better understanding of what makes people behave the way they do. The focus is on the kinds of groups that people create and on specific interactions that take place as part of the basic social processes. How group activities influence individual members are also analyzed.

Some knowledge of sociology is generally regarded as a useful supplement to course work in most subject areas. The course of study for sociology majors is sufficiently flexible to provide study in areas of interest such as family, urban living, crime and deviance.

To work as a sociologist usually requires graduate work. However, sociology provides courses used in training for careers in applied fields such as social welfare, city planning, and criminal justice.

The sociology program at Centralia College provides an adequate foundation for students to transfer to a four-year college or university. See the sociology faculty advisor for details.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
<td>PSYC&amp; 100 General Psychology</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td>15</td>
<td>ENGL&amp; 102 Composition II</td>
</tr>
<tr>
<td>PSYC&amp; 200 Lifespan Psychology</td>
<td>5</td>
<td>Science Distribution</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td>16</td>
<td>MATH&amp; 146 Intro to Statistics</td>
</tr>
<tr>
<td>PSYC 210 Personality Theories</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PSYC 250 Social Psychology</td>
<td>5</td>
<td>Humanities Distribution</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Fall Quarter, Second Year</td>
<td>15</td>
<td>Health and Fitness Distribution</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
<td>Science Distribution</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>5</td>
<td>Social Science Distribution</td>
</tr>
</tbody>
</table>

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH&amp; 286 Cultural Anthropology</td>
<td>5</td>
<td>Humanities Distribution</td>
</tr>
<tr>
<td>Science Distribution</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Technology

Degree: Associate in Technology-MRP

This degree is a Major Related Program designed for students transferring to Eastern, Central, or Western Washington Universities to complete one of the bachelor's of science in technology degrees, such as Industrial Technology, Mechanical Technology, Applied Technology, technology education, or technology with various options (manufacturing, electronics, design, or construction). This degree meets the requirements of the Statewide Technology DTA and Engineering Technology AS-T Track 2 (MRP) Agreement.

Elective credits should be planned with the help of an engineering advisor and be based on the requirements of the specific program at the baccalaureate institution that the student plans to attend. This two-year program requires students to be calculus ready by third quarter of the first year. Students not well prepared in high school mathematics and science should plan a three-year program at Centralia College in preparation for transfer to a four-year school. The main emphasis in the first year should be to strengthen mathematics, basic sciences, communication, and reading skills.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGR 100 Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>MATH&amp; 141 Precalculus*</td>
<td>5</td>
</tr>
<tr>
<td>Health and Fitness Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 111 Engineering Graphics**</td>
<td>2</td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical/Professional Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 142 Precalculus II*</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp; 131 C# Programming</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CS&amp; 141 Java: Object Oriented Prog.</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 112 Engineering Graphics II**</td>
<td>3</td>
</tr>
<tr>
<td>MATH&amp; 151 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 161 General Chemistry w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS&amp; 222 Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>SPEE 110 Principles of Speech Comm</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SPEE 220 Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution ***</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR&amp; 204 Electrical Circuits</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 223 Engineering Physics III</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution ***</td>
<td>5</td>
</tr>
</tbody>
</table>

*Students could take MATH 135 in place of MATH& 141 and 142.

**Students may petition for an Independent study or transfer equivalent credits from another college for the following: ENGR& 111 and ENGR& 112.

Students are required to complete 3-5 credits in a Diversity course (D).

Television

See Media Studies

Theater

See Dramatic Arts

Welding

Emphasis: Welding Technology

Degree: Associate in Technical Arts

PURPOSE: The Welding Technology program prepares students to compete for employment as an entry-level welder in building trades, ship building, structural fabrication, automatic and semiautomatic welding, and in maintenance welding.

The Welding Technology ATA program prepares students for advanced welding skills in FCAW (Flux Cored Arc), GTAW (TIG), GMAW (MIG), and SAW (stick) welding. Students will have the opportunity to gain WABO Welding Certification.

CAREER OPPORTUNITIES: Welding technicians exist in nearly all manufacturing, construction, repair, and processing industries. Welders are employed in various manufacturing, ship and aircraft building, bridge building, and pipeline construction, etc.

In general, if metal joining (WELDING) is needed, welding technicians are doing it. Many local and regional employers hire welding technicians.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Follow industry safety practices and recognize the effects of welding on health
- Set-up and adjust SAW, TIG, GMAW, GTAW, and oxy-fuel equipment and accessories
- Apply principles and welding design practices to welding fabrication and inspection
- Identify and make repairs to finished welds
- Interpret information on welding blueprints
- Apply principles of Metallurgy to welding fabrication and inspection
- Create workable drawings to scale for reproduction
- Perform 3-G and 4-G AWS - WABO welding code qualification tests.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 116 Industrial Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>WELD 159 Oxyfuel &amp; GTAW Theory</td>
<td>4</td>
</tr>
<tr>
<td>WELD 160 Oxyfuel &amp; GTAW Theory Lab</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 161 Arc Welding Theory</td>
<td>4</td>
</tr>
<tr>
<td>WELD 162 Arc Welding Lab</td>
<td>9</td>
</tr>
<tr>
<td>WELD 167 Metallurgy for Welders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 126 Industrial Drafting</td>
<td>2</td>
</tr>
<tr>
<td>WELD 164 MIG Welding Theory</td>
<td>4</td>
</tr>
<tr>
<td>WELD 165 MIG Welding Lab</td>
<td>6</td>
</tr>
<tr>
<td>WELD 166 Shop Skills for Welders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>H R 110 Human Relations in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>WELD 265 Advanced Arc Welding</td>
<td>4</td>
</tr>
<tr>
<td>WELD 266 Advanced Arc Weld Lab</td>
<td>9</td>
</tr>
<tr>
<td>WELD 271 Blueprint Reading for Welders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101 Written Communications</td>
<td>3</td>
</tr>
<tr>
<td>WELD 267 Advanced Gas Shielded Arc Welding Theory</td>
<td>4</td>
</tr>
<tr>
<td>WELD 268 Advanced Gas Shielded Arc Weld Lab</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 145 Safety &amp; Fitness</td>
<td>3</td>
</tr>
<tr>
<td>WELD 269 Advan. Fab. &amp; Weld Theory</td>
<td>4</td>
</tr>
<tr>
<td>WELD 270 Advan. Fab. &amp; Weld Lab</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
Emphasis:  Welding Technology (4-quarter program)
Degree:  Certificate of Proficiency

PURPOSE: Prepares students for advanced welding skills in FCAW (Flux Cored Arc), GTAW (TIG), GMAW (MIG) and SMAW (stick) welding. Students will have the opportunity to gain WABO Welding Certification.

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Follow industry safety practices and recognize the effects of welding on health
- Set-up and adjust SMAW, GMAW, FCAW, GTAW, and oxy-fuel equipment and accessories
- Identify and make repairs on finished welds
- Interpret information on welding blueprints
- Apply principles of Metallurgy to welding fabrication and inspection
- Create workable drawings to scale for reproduction

Suggested Order of Classes

Fall Quarter, First Year  Credits
MATH 116 Industrial Math  5
WELD 159 Oxyfuel & GTAW Theory  4
WELD 160 Oxyfuel & GTAW Lab  9

Winter Quarter, First Year  Credits
COMM 101 Written Communications  3
WELD 161 Arc Welding Theory  4
WELD 162 Arc Welding Lab  9
WELD 167 Metallurgy for Welders  4

Spring Quarter, First Year  Credits
DET 166 Shop Skills for Welders  3
WELD 126 Industrial Drafting  2
WELD 164 MIG Welding Theory  4
WELD 165 MIG Welding Lab  6

Fall Quarter, Second Year  Credits
WELD 265 Adv. Arc Welding Theory  4
WELD 266 Adv. Arc Welding Lab  9
WELD 271 Blueprint Reading for Welders  4

*Completion of a human relations course (HR 110) is required and may be completed any quarter.

Emphasis:  TIG Welding
Degree:  Certificate of Completion

MATH 116 Industrial Mathematics  5
WELD 159 Gas & TIG Theory  4
WELD 160 Gas & TIG Lab  5

Emphasis:  MIG Welding
Degree:  Certificate of Completion

DET 166 Shop Skills  3
WELD 126 Industrial Drafting  2
WELD 164 MIG Welding Theory  4
WELD 165 MIG Welding Lab  6

Emphasis:  Arc Welding
Degree:  Certificate of Completion

WELD 161 Arc Welding Theory  4
WELD 162 Arc Welding Lab  9
WELD 167 Metallurgy for Welders  4

Emphasis:  Advanced Arc Welding
Degree:  Certificate of Completion

WELD 265 Adv. Arc Welding Theory  4
WELD 266 Adv. Arc Welding Lab  9
WELD 271 Blueprint Reading for Welders  4

Emphasis:  General Welding (Evening)
Degree:  Certificate of Completion

PROGRAM OUTCOMES: Students who successfully complete this program should be able to:

- Follow industry safety practices and recognize the effects of welding on health
- Set-up and adjust SMAW, GMAW, FCAW, GTAW, and oxy-fuel equipment and accessories
- Identify and make repairs to finished welds
- Perform 3-G and 4-G AWS- WABO welding code qualification tests

WELD 180 Oxyacetylene and GTAW  5
WELD 181 Shielded Metal Arc Welding  5
WELD 182 Gas Metal Arc Welding  5
WELD 285 Arc Welding Certification  5
I really appreciated the support I received all along but it was particularly important and helpful when I first started. People always took the time to help. They made me feel welcome.

– Victoria Stewart
I have been impressed by the fact that everything is living up to expectations. I’m learning the things I need to learn.

Everyone is here for an important reason and the faculty and staff know that. They really do care about student success.

–George Nielsen
ACCOUNTING

ACCT 110
Practical Accounting I (3) (PT)
This course emphasizes fundamental principles of double-entry accounting as applied to bookkeeping systems. The course focuses on the development of the accounting cycle for small businesses and professional organizations.

ACCT 120
Practical Accounting II (3) (PT)
Accounting theory as applied to bookkeeping systems of small businesses and professional organizations. Focuses on accounting for payroll, merchandise sales and purchases, cash receipts and payments, preparation of the worksheet and annual financial statements. Prerequisite: ACCT 110.

ACCT 130
Basic Computer Accounting (3) (PT)
Accounting experience on a personal computer using QuickBooks Pro software. Reinforces procedures learned in ACCT 110 and 120 or ACCT& 201. Students use QuickBooks Pro software to record transactions, prepare financial statements, and payroll. Prerequisite: ACCT& 201 or ACCT 110 and 120.

ACCT& 201 (formerly ACCT 210)
Principles of Accounting I (5)
Emphasizes fundamental principles of double-entry accounting and the preparation of financial statements for sole proprietorships. Prerequisite: Math 098 or equivalent or instructor’s permission.

ACCT& 202 (formerly ACCT 220)
Principles of Accounting II (5)
This course emphasizes accounting for partnerships and corporations. Topics include, but are not limited to, accounting for fixed and intangible assets, payroll, stocks, bonds, the statement of cash flows, and financial statement analysis. Prerequisite: ACCT& 201.

ACCT& 203 (formerly ACCT 230)
Principles of Accounting III (5)
This course emphasizes accounting for departments and branches, cost accounting in a manufacturing environment, cost-volume-profit analysis, budget preparation and analysis, standard costs, segment reporting, differential costs and revenues, and capital budgeting decisions. Prerequisite: ACCT& 201 and 202.

ACCT 250
Governmental Accounting (5) (PT)
Accounting for governmental and not-for-profit entities. Applies the theories and concepts of GASB Statement #34 to governmental agencies. Topics to be covered include fund management, budget preparation, and accounting for appropriated funds. Prerequisite: ACCT& 201.

ACCT 260
Individual Income Taxes (5) (PT)
Introductory course in taxation emphasizing the preparation of individual federal income tax returns. Course focuses on history, economics, social aspects, equity, and structure of the federal income tax laws of the United States. Prerequisite: ACCT& 201.
ADULT BASIC EDUCATION

Basic skills program consists of six levels of instruction in reading, writing, and math for ABE students and five levels of instruction in listening, speaking, reading and writing for ESL students. Introductory courses in computer and workplace skills prepare student for transition to employment or vocational and academic programs. New Adult Basic Education and English as a Second Language students must participate in orientation class (ABE 020) prior to registration.

ABE 011-014 and 016

English as a Second Language I-VI (1-10)
Students demonstrate knowledge of sound-letter relationships by listening, speaking, reading, and writing the English alphabet. They become familiar with U.S. currency and recognize common forms of print found in the home and environment. Prerequisite: CASAS/ESL Appraisal Test.

ABE 015

English as a Second Language - lab (1-6)
Students will improve listening, speaking, reading, and writing skills by participating in a variety of activities including guided conversation, video and audio tapes, and computer programs that will aid them in becoming independent language learners.

ABE 020

Adult Basic Education Orientation (1)
Includes individual goal setting, an introduction to educational programs offered at CC, placement testing, advising, and educational planning. Prerequisite for all new students to the ABE/ESL programs.

ABE 021, 022, 023

Adult Basic Education Level II Reading, Writing, Math (1-5)
Class participants will build basic reading, writing and math skills as a preparation for GED testing, more advanced classes, or roles related to family needs, job situations, and community issues. Emphasis is placed on comprehension, multi-paragraph construction with few mechanical errors, and use of ratio and proportion as well as percents, fraction, decimal, and whole number operations to solve a variety of problems. Completion of subject level is dependent on classroom assessment. Prerequisite: CASAS score of 221-235.

ABE 046

Written and Oral Communication (1-5)
Class participants enhance written and oral communication skills through the introduction of computer skill development and introductory communication skills for the workplace. Prerequisite: CASAS testing with a minimum score of 210.

ABE 051, 052, 053

Adult Basic Education Level V-Reading, Writing, Math (1-5)
Class participants build reading, writing and math skills as a preparation for GED testing. Emphasis is placed on reading in the content areas of science, social studies, and literature and the arts; essay writing; and use of computational skills to solve multi-step word problems involving whole numbers, decimals, fractions, ratio and proportion, and basic algebra and geometry. Completion of subject level is dependent on GED testing. Prerequisite: CASAS scores of 221-235.

ABE 030

Life and Work Strategies (1-5)
Life/work skills overview for ABE students. Emphasis is placed on developing skills in learning to learn, communication, thinking, personal and professional management, group effectiveness and leadership. Prerequisites: ABE 020 and appropriate CASAS testing scores of 210-220.

ABE 031, 032, 033

Adult Basic Education Level III-Reading, Writing, Math (1-5)
Participants build reading, writing and math skills in preparation for GED testing; advanced classes are related to family needs, job situations, and community issues. Emphasis on reading narratives and descriptions, paragraph construction and short essays, and fraction and decimal operations. Completion of subject level is dependent on classroom assessment. Prerequisite: ABE 020 or appropriate placement testing.

ABE 039

Job Readiness (1-3)
Students compare aptitude, interests and skills against current job market. Emphasis is on reading, writing and communication skills as they apply to resume development, job applications and interview process. Prerequisite: ABE 020 and appropriate CASAS placement testing.

ABE 041, 042, 043

Adult Basic Education Level IV-Reading, Writing, Math (1-5)
Class participants build reading, writing and math skills as a preparation for GED testing, more advanced classes, or roles related to family needs, job situations, and community issues. Emphasis is placed on comprehension of a variety of materials and main idea identification, multi-paragraph construction with few mechanical errors, and use of ratio and proportion as well as percents, fraction, decimal, and whole number operations to solve a variety of problems. Completion of subject level is dependent on GED testing. Prerequisite: appropriate placement testing and completion of any two GED tests. Prerequisite: CASAS testing score of 246+.

ALLIED HEALTH CARE

AHC 101

Introduction to Phlebotomy: Blood Collection Essentials (4) (PT)
Introduces health care professionals and students to safe and effective venipuncture procedures and specimen collection. Highlighted will be the phlebotomist as an individual/team member; preparation of supplies/equipment; circulatory system physiology and venipuncture; and ethical/legal implications.

AHC 102

Advanced Phlebotomy (2) (PT)
Expansion of phlebotomy skills as introduced in AHC 101. Lecture and lab sessions, with emphasis on hands-on practice and dexterity for successful and safe venipuncture. Prerequisite: AHC 101 or instructor’s permission.

AHC 103

Introduction to Pharmacology (4) (PT)
Basic interdisciplinary pharmacological concepts and drug therapies, according to body systems and diseases. Representative drugs in each classification will be explored, along with fundamental patient care principles applied to the field of pharmacology.
AHC 104
Patient Diversity (3) (PT)
Help students understand and provide for the needs and beliefs of culturally diverse patients. Students address their own biases, beliefs, and assumptions; expectations of culturally diverse patients; and appropriate health care approaches for diverse patient populations.

AHC 105
Measurement Systems-Health care (4) (PT)
Designed to help allied health care students and some ICP students learn calculation skills applicable to health care fields, including: medical aide, phlebotomist, pharmacy assistant, veterinary aide, dental aide, allied health care worker and other career fields.

AHC 106
Asepsis and Infection Control (1) (PT)
This course is designed to help Allied Health care students and professionals to understand and apply principles of aseptic technique and infection control in the workplace; prepare and maintain examination and treatment areas; and learn methods of health promotion and disease prevention.

AHC 107
Electronic Medical Records (3) (PT)
Provides an overview of medical records as legal documents. Topics include the make up of an electronic medical record, charting methods, and retention and storage of records. Course includes computerized medical record work. Prerequisite: keyboarding skill, medical terminology.

AHC 108
Introduction to Electrocardiography (3) (PT)
Introduction to electrocardiography role; anatomy of the heart; ECG equipment operation and supplies; patient preparation; ECG testing procedure; basic ECG rhythm recognition; cardiovascular disorders; professional/ethical behaviors. Includes hands on ECG training and practice. Prerequisite: BTEC 260, BIOL& 170, ZOOL 251; recommend HLV5 131 or by instructor’s permission.

AHC 109
Fundamentals of Health Care (2) (PT)
Students in health care fields not involving extensive patient care (phlebotomy, EKG, dental aide, etc.). General concepts including patient communication, vital signs, safe patient handling, and specific asepsis issues.

AHC 160
Records Confidentiality (1) (PT)
Overview of general confidentiality considerations and specific rules of the 1966 HIPAA law for health care/mental health professions. Explains and illustrates the law, with extensive review of security/privacy of patient information and records.

AHC 161
HIV/AIDS Awareness (1) (PT)
Course includes epidemiology pathophysiology, risk behaviors, opportunistic diseases, and diagnostic tests. Transmission, prevention, and current treatment modalities are discussed.

AMERICAN SIGN LANGUAGE

ASL& 121 (formerly SIGN 140)
American Sign Language I (5)
An introductory course in American Sign Language (ASL). Topics covered include visual awareness, vocabulary, basic grammatical principles, comprehension skills, and the historical overview of the deaf community and its language.

ASL& 122 (formerly SIGN 141)
American Sign Language II (5)
Enables students to better use and understand ASL. Building vocabulary, improve skills of signing, reading of signs, and comprehension. Prerequisite: ASL& 121

ASL& 123 (formerly SIGN 142)
American Sign Language III (5)
An in-depth study of American Sign Language applications including conversation regulators, classifiers and locatives, directional verbs and cultural information. Prerequisite: ASL& 122.

ASL& 221 (formerly SIGN 143)
American Sign Language IV (5)
Express yourself using not only hands, but the whole body. Emphasizes the beauty of the language of signs; increasing flexibility, reducing inhibitions, and accuracy or expression of the concept as distinct from the words. Prerequisite: ASL& 123 or instructor’s permission.

ANTHROPOLOGY

ANTH& 100 (formerly ANTH 102)
Survey of Anthropology (5) (D) (SS)
Participate in a four-field approach to the study of the diversity of humans and human cultures. Explore subfields of anthropology: social/cultural anthropology, physical/biological anthropology, archaeology, and anthropological linguistics.

ANTH& 206 (formerly ANTH 201)
Cultural Anthropology (5) (D) (SS)
Explore the whole of the human social and cultural world by means of investigating other peoples’ beliefs and behaviors. Through a cross-cultural perspective we attempt to understand others in order to better learn about ourselves.

ANTH& 210 (formerly ANTH 220)
Indians of North America (5) (D) (SS)
Investigate cultural systems of belief, behaviors, and technology practiced by traditional North American peoples. Learn about subsistence patterns, exchange and trading relationships, marriage and the family, political organization, the life cycle, religion, belief and knowledge.

ANTH& 215 (formerly ANTH 205)
Bioanthropology w/lab (5) (S)
Exploration of human biology, evolution, paleontology, taxonomy, primatology, genetics and human variation. ANTH& 100 or ANTH& 206 recommended. Concurrent enrollment in ANTH& 215 Lab is required.

ANTH 225
Cultural & Ethnic Pluralism in Contemporary Society (5) (D) (SS)
Examine ethnicity, ethnic identity, and cultural characteristics of ethnic and social groups in North America and around the world. Understand the relationship between social organization and forms of social, economic, and political domination and subordination.

ANTH 235
Myth, Ritual, and Magic (5) (D) (SS)
Experience supernatural and religious beliefs of peoples and cultures. Examine different modes of constructing “reality” and “belief” as well as their methods of ritual application in societies worldwide.

ANTH& 236 (formerly ANTH 250)
Forensic Anthropology w/lab (5) (S)
Students will explore forensic anthropology method and theory, forensic taphonomy theory and practice, research methods, and the processing, analysis, and identification of human remains. Prerequisites: ANTH& 206 or ANTH& 100 required and high school biology or BIOL& 100 recommended.

ART

ART& 100 (formerly ART 105)
Art Appreciation (5) (H)
Introduction to the visual arts. Painting, drawing, sculpture, and architecture will be examined as art forms and for their role in human history. Students will be introduced to a variety of art media and techniques.

ART 102, 103, 104
Drawing I-III (5) (H)
The fundamentals of drawing: composition, technique and manipulation of materials, exploration of a variety of subject matter. The nude human form may be used as a point of departure for creating art. Prerequisite: for ART 103, ART 102; for ART 104, ART 103, or instructor’s permission.
ART 110 Design (4)
Explore the basic principles and elements of two dimensional design and its application in fine and commercial art. A variety of media, materials, and techniques will be used in studio assignments.

ART 111 Sculpture (4)
This course is an introduction to the fundamentals of three dimensional design. Assignments include a variety of subject matter and materials. All are welcome.

ART 130 Computer Graphics (5)
An overview of computer programs used to create images for print and screen, still and moving. Gain basic skills in design and programs by creating digital art work in a series of assignments.

ART 135, 136 Graphic Design I-II (5)
Continued problem solving in basic graphic design. A sequence of studio projects demonstrates student’s ability to create, design and prepare art for reproduction. Lectures explore graphic design as an art form and as a business. Prerequisite: For ART 135, ART 130 or ART 151; for ART 136, ART 135 or instructor’s permission.

ART 151 Typography (5)
Type design and history, mechanical methods, and reproduction processes are presented as a foundation for graphic design. To further the study of type, students carry out a series of studio projects. Prerequisite: ART 110 or instructor’s permission.

ART 160 Introduction to Fibers (5) (H)
An introduction to fiber art history and techniques with an emphasis on traditional, hand manipulated processes such as basketry, felting, dyeing and simple loom work.

ART 170 Black and White Photography (3) (H)
Fundamentals of photography and camera handling with emphasis on personal creative imagery. The course will cover basic camera operations, black and white darkroom processes, familiarity with materials and equipment.

ART 174 Digital Photography (5) (H)
Introduction to digital photography as an expressive art form. Students will explore the creative and technical requirements of digital imaging, as well as examine the contributions of contemporary fine artists working in this medium. Prerequisite: basic computer experience required.

ART 200 Art History Survey: Pre-historic-Medieval (S) (H)
A survey of the development of art from Prehistoric through Medieval. The course will explore the development in architecture, sculpture and painting.

ART 201 Art History Survey: Western Art From the Late Gothic (S) (H)
A survey of the development of western art from the Renaissance through the mid 19th century. The course will explore developments in architecture, painting and sculpture.

ART 202 Art History Survey: History of Modern Art (S) (H)
A survey of modern art. Development of architecture, painting and sculpture.

ART 203 History of American Art (S) (H)
A survey of American painting, sculpture, and architecture from colonial times to the present.

ASTRONOMY

ASTR 125 The Solar System (3) (S)
Brief overview of the history and scope of astronomy, followed by a study of our solar system including its sun, planets, moons, asteroids, and comets, and its origin. Some writing and computation is expected. Prerequisite: completion of MATH 098 with a 2.0 or above.

ASTR 126 Stars and Galaxies (3) (S)
Introduction to the astronomy of stars and galaxies including nuclear processes, spectroscopy, stellar evolution, black holes, quasars, and an introduction to cosmology. Some writing and tracking computation is expected. Prerequisite: completion of MATH 098 with a 2.0 or above.

ASTR 127 The Solar System and the Universe (5) (S)
Brief overview of the history and scope of astronomy, followed by a systematic study of the solar system, stars, galaxies, and the universe. Prerequisite: 1 year high school algebra or MATH 098.

ASTR 128 Observational Astronomy (2) (S)
Introduces the night sky as seen with the naked eye and a telescope. Lectures, labs, and observations provide astronomical concepts and hands on applications of these concepts. Transportation to Onalaska’s Observatory is the student’s responsibility.
BOTANY

BOTA 110
Survey of Botany w/lab (5) (S)
Basic concepts in plant biology for non-majors, with emphasis on plant diversity and how plants grow and reproduce. Modern issues concerning agriculture and conservation will be discussed.

BOTA 113
Plant Identification w/lab (5) (S)
The identification and classification of vascular plants with emphasis on native plants of Western Washington. Field trips will be taken during some lab periods. BIOL 102 or any BOTA recommended as useful preparation.

BOTA 150
Dendrology-Trees in Our Environment w/lab (5) (S)
Introduction to biology through trees, from cells and evolution through tree ecology and urban trees. Identification of trees will be featured, including both Pacific Northwest natives and common street trees.

BUSINESS ADMINISTRATION

BUS& 101 (formerly B A 101)
Introduction to Business (S)
A survey of business including: explanations of what comprises business, factors in starting a business, the role of management, human resources, customer relations, controls in a business, financing, and marketing strategies.

B A 132
Entrepreneurship: Starting a New Business (5) (PT)
Experience the challenge and reward of planning a new business. Topics include: development of a business plan, failure factors in small business, capital, accounting, financial statements, marketing, human resource management, legal/regulatory issues and management principals.

B A 161
Leadership Development: Leadership Styles & Traits (2) (PT)
This seminar and clinical experience engages students in activities which will allow them to recognize and develop business leadership skills. In this course the focus will be on analyzing leadership styles and traits.

B A 162
Leadership Development: Creative Problem Solving (2) (PT)
This seminar and clinical experience engages students in activities which allow them to recognize and develop business leadership skills. Focus is on creative problem solving.

B A 163
Leadership Development: Professional Image (2) (PT)
This seminar and clinical experience engages students in activities which will allow them to recognize and develop business leadership skills. Focus will be on developing a professional image.

B A 164
Leadership Development: How to Conduct Meetings (2) (PT)
This seminar and clinical experience engages students in activities which allow them to recognize and develop business leadership skills. Focus is on how to conduct business meetings.

B A 165
Leadership Development: Business Presentation Skills (2) (PT)
This seminar and clinical experience engages students in activities which will allow them to recognize and develop business leadership skills. Focus is on how to develop and present business presentations.

B A 166
Leadership Development: Group Decision Making Model (2) (PT)
This seminar and clinical experience engages students in activities which will allow them to recognize and develop business leadership skills. Focus will be on group decision making models.

B A 190
Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

BUS& 201 (formerly B A 211)
Business Law (S)
Introduction to the State and Federal legal system. The course focuses on constitutional law, tort law, criminal law, contract law, property law, bankruptcy law, estate planning, the uniform commercial code, and business formation and dissolution.

B A 215
Principles of Finance (5) (PT)

B A 220
Marketing (5) (PT)
A broad overview of the market structure and marketing philosophies currently being used in business. Includes a description, analysis, and evaluation of the marketing system. Each student will conduct a marketing research project.
BTEC 101
Keyboarding for Business (3) (PT)
For beginning students. Learn to keyboard to 25 wpm by touch. Develop speed, accuracy and apply basic word processing techniques to letters, reports and tables.

BTEC 102
Keyboard Skill Building I (3) (PT)
Individualized skill building program for increasing keyboarding speed and improving accuracy. Upon completion of this course, students should be able to type at a minimum of 35 wpm with no more than one error per minute. Prerequisite: BTEC 101 & typing at 35wpm or instructor’s permission.

BTEC 110
Business English (5) (PT)
Editing skills including grammar, punctuation, proofreading, and spelling for office correspondence. A basis for machine transcription, business communication, and office procedures.

BTEC 115
Machine Transcription I (4) (PT)
Introduction to machine transcription; operation of transcribing machines and integration of language and keyboarding skills in the preparation of mailable transcripts. Prerequisites: BTEC 110 and BTEC 103 and typing speed of 40 wpm.

BTEC 120
Business Mathematics (5) (PT)
Brief review of arithmetic fundamental including decimals, fractions, percents and their applications to a wide range of business problems. Prerequisite: Math 098 or equivalent ASSET test score.

BTEC 190
Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

BTEC 191
Work Experience Seminar (1) (PT)
Topics include: job search techniques, resumes, interview preparation, professional image, business etiquette, sexual harassment and diversity in the workplace.

BTEC 203
Keyboard Skill Building II (3) (PT)
Using a computer of individualized, advanced skill building for students who have already had BTEC 102 or equivalent and who need or want to increase keyboarding speed and improve accuracy. Prerequisites: BTEC 102 or equivalent. Typing speed of 50 wpm.

BTEC 204
Introduction to the Internet (1) (PT)
A project-based approach to developing an understanding of the internet and browser basics. This course covers the use of e-mail, searching and communicating on the web, downloading programs and files and internet security. Prerequisite: windows experience and keyboarding skills.

BTEC 205
Microsoft Outlook (1) (PT)
This course uses Microsoft Outlook for e-mail, scheduling meetings, maintaining appointment calendars, managing contacts, and tasks.

BTEC 210
Word Processing Word I (4) (PT)
This course covers Word in depth. Upon completion, successful students should be able to produce business letters, memos, reports, tables, insert graphics, and create documents with columns. Prerequisite: Typing speed of 35 words a minute.

BTEC 211
Microsoft Office I (3) (PT)
An introduction to Microsoft Word and Excel. Upon completion of this course students should have a beginning knowledge of word processing and spreadsheet software. Prerequisite: Keyboarding speed of 30 words a minute.

BTEC 212
Access I (2) (PT)
An introduction to Microsoft Access. Students will learn basic concepts of database software and be able to integrate Access with Word and Excel. Prerequisite: keyboard speed of 30 wpm. Word I and Excel or instructor permission.

BTEC 213
Microsoft Office-Word Module (1) (PT)
An introduction to Microsoft Word. Upon completion of this course, students should have beginning knowledge of word processing and basic memo and letter formatting. Prerequisite: Keyboarding speed of 35 wpm, CNT 117 (Windows Workstations OS), or instructor permission.

BTEC 214
Excel I (2) (PT)
An introduction to Microsoft Excel. Students will learn basic Excel and integrate worksheets with Word. Prerequisite: word processing, Windows, keyboarding 35 wpm or instructor permission.

BTEC 215
Excel Module (1) (PT)
Upon completion students will have basic knowledge of a spreadsheet program. Prerequisite: keyboarding speed of 35 wpm and Windows class or instructor permission.

BTEC 216
Access II (4) (PT)
Intermediate to advanced course in Microsoft Access. Upon completion of this course, new students should be able to create a relational database which includes data in tables and forms, and information from queries, and reports. Prerequisite: keyboard speed of 35 wpm, Word, Excel, Access I, or instructor permission.

BTEC 217
Microsoft Office - Access Module (1) (PT)
Introduction to Microsoft Access. Upon completion of this course, students will have basic knowledge database program. Prerequisite: Keyboarding speed of 35 wpm and Windows class or instructors permission.

BTEC 218
Desktop Publishing (2) (PT)
Students will use Microsoft Publisher to create letterhead, business cards, flyers and announcements, and brochures. Students will learn the basic elements in planning and designing a newsletter. Prerequisite: proficient in word processing.

BTEC 219
Word Processing II (3) (PT)
This course covers advanced word processing topics. Upon completion, successful students should be able to perform a mail merge, create macros, styles, a table of contents, indexes and prepare fill-in forms.

BTEC 220
Ten-Key Calculator (1) (PT)
Touch control of 10-key pad with emphasis on speed and accuracy. Addition, subtraction, multiplication, and division techniques used in solving business problems. Basic or Business Math recommended first.

BTEC 221
Business Communications (5) (PT)
Applying principles of effective communication in written and oral business communications: letters, memos, reports, and presentations. Upon completion students should be able to produce effective positive, negative, and routine letters, memos, reports and graphs. Prerequisite: BTEC 110 or ENGL& 101 or COMM 101, or instructor permission.

BTEC 222
Microsoft Office-PowerPoint Module (1)
An introduction to Microsoft PowerPoint. Upon completion of this course students should have beginning knowledge of a presentation program. Prerequisite: keyboard speed of 35 wpm, Windows Workstations OS or instructor permission.
BTEC 224
Office Procedures (5) (PT)
Topics include: professional image, employer expectations, human relations, receptionist techniques, telephone procedures, processing mail, business ethics, job safety, office supplies and equipment, travel and meeting arrangements, reprographics, financial activities, PC cleaning/care, internet and email. Prerequisites: a grade of 2.0 in BTEC 110 and BTEC 103 or instructor’s permission.

BTEC 225
Excel II (3) (PT)
Hands on approach to intermediate through advanced level of Microsoft Excel spreadsheet. A variety of business applications are used during the course. Prerequisite: Excel I or instructor permission.

BTEC 233
Files Management (3) (PT)
Basic principles and procedures of records storage and management. Practice indexing, coding, and filing for alphabetic, numeric, subject, and geographic filing systems, and introduction to forms design.

BTEC 240
Legal Terminology (3) (PT)
Development of a legal vocabulary with emphasis on definitions and spelling. Upon completion of this course students should be able to recognize and use basic terminology used in the legal field.

BTEC 241
Legal Office Procedures (5) (PT)
Topics include calendars, billing, document production, court structure, research, family law, wills and probate, criminal law, professional image, and receptionist techniques. Upon completion students should be prepared for work in an entry level position. Prerequisite: BTEC 110, BTEC 240, BTEC 101.

BTEC 243
Legal Machine Transcription I (4) (PT)
Review of legal terminology and the preparation of mailable transcripts from recorded legal dictation. Prerequisite: 2.0 or above in BTEC 110, 240, 103 and typing speed of 50 wpm.

BTEC 260
Medical Terminology (4) (PT)
Development of a medical vocabulary with emphasis on definition and spelling. Upon completion of this course students should be able to recognize spoken medical terms, analyze word parts for meaning, and understand basic medical terminology.

BTEC 261
Medical Office Procedures (5) (PT)
Topics include professional image, medical ethics and law, safety, patient records, appointments, billing and collections, mail processing, meetings and travel arrangements, office finance, patient education, telephone procedures, cultural differences and health insurance. Prerequisite: 2.0 or above in BTEC 110, 260 and 101.

BTEC 262
Medical Office Technology (2) (PT)
Students will be exposed to the skills necessary to accurately and efficiently prepare and process medical billing claims while using medical office software.

BTEC 263
Medical Machine Transcription (4) (PT)
A review of medical terminology and the preparation of medical transcripts. Prerequisite: 2.0 or above in BTEC 110, 260 and 101 and typing speed of 40 wpm.

BTEC 264
Adv Medical Machine Transcription (4) (PT)
An advanced medical machine transcription course designed to refine transcription skills to a competitive level through the completion of realistic, challenging activities. Prerequisite: BTEC 110, 260 and 101 or instructor’s permission.

BTEC 265
Medical Billing (5) (PT)
This course provides a basic understanding of the reimbursement process for those who wish to work as a medical insurance billing specialist in an outpatient setting or independent billing service. Prerequisite: BIOL& 170, BTEC 260; Corequisite: ZOOL 221.

BTEC 266
Medical Law and Ethics (3) (PT)
Overview of medical law/ethics for health care professionals in various settings: billing/coding, transcription, phlebotomy, etc. Designed to explain ethical/legal obligations to the patient, employer, and health care worker and clarify confidentiality requirements regarding patient records and history.

BTEC 267
Principles of CPT Coding (5) (PT)
CPT Coding provides a uniform language that accurately describes medical, surgical, and diagnostic services for effective communication among physicians, patients and third parties.

BTEC 268
Principles of ICD9-CM Coding (5) (PT)
An introduction to ICD9-CM coding which is used by physicians’ offices, hospitals, clinics, and other health care providers to substantiate the need for patient care or treatment and to provide illness and death statistics.

BTEC 269
Medical Office Management Seminar (1) (PT)
An introduction to basic office management principles such as management styles, working in teams, motivating others, diversity in the workplace, sexual harassment, and reading and writing resumes and cover letters.

CHEMISTRY

CHEM& 121 (formerly CHEM 101)
Introduction to Chemistry w/lab (5) (S)
Survey of chemistry with applications in everyday life: atoms, bonds, reactions, and calculations. Prerequisite: one year of high school algebra or MATH 098.

CHEM& 131 (formerly CHEM 102)
Introduction to Organic/Biochemistry w/lab (5) (S)
A survey of organic chemistry and biochemistry. Prerequisite: CHEM& 121.

CHEM& 161 (formerly CHEM 145)
General Chemistry w/lab I (6) (S)
First quarter of a one-year course of general chemistry for science and engineering majors: atoms, molecules and ions; stoichiometry; aqueous solution reactions; gases; energy; electronic structure; periodic table. Prerequisite: CHEM& 121 or high school chemistry AND MATH 099.

CHEM& 162 (formerly CHEM 155)
General Chemistry w/lab II (6) (S)
The periodic table, chemical bonding, introduction to organic chemistry, intermolecular forces and liquids and solids, physical properties of solutions and kinetics. Prerequisite: CHEM& 161, MATH 099 or equivalent.

CHEM& 163 (formerly CHEM 165)
General Chemistry w/lab III (6) (S)
Chemical equilibrium, acids and bases, solubility equilibria, thermodynamics, redox reactions, coordination chemistry, nuclear chemistry and polymers. Prerequisite: CHEM& 162.

CHEM& 261 (formerly CHEM 231)
Organic Chemistry I w/lab (6) (S)
General physical and chemical properties of simple aliphatic and aromatic compounds. Prerequisites: CHEM& 163 or instructor’s permission.

CHEM& 262 (formerly CHEM 232)
Organic Chemistry II w/lab (6)

CHEM& 263 (formerly CHEM 233)
Organic Chemistry III w/lab (6)
Complex organic reactions: acids, amines, carbanions, heterocycles, polyfunctional compounds. Prerequisite: CHEM& 262.
CHILD AND FAMILY STUDIES
CFS 120, 121, 122
Learning with Infants and Toddlers (2) (PT)
Parents learn about child development and how to apply that knowledge in their parenting role. Children attend classes with parents and participate in learning activities, music, discussion and art.

CFS 130, 131, 132
Positive Parenting I, II, III (1-4) (PT)
Level I students are introduced to parenting skills to use with children through classroom participation, lecture, and discussion. First year of a three-year sequence.

CFS 140, 141, 142
Positive Parenting IV, V, VI (1-4) (PT)
Level II students develop and practice parenting skills with children through classroom participation, lecture, and discussion. Second year of a three-year sequence.

CFS 150, 151, 152 (PT)
Positive Parenting VII, VIII, IX (1-4)
Level III students demonstrate parenting skills from previous levels through classroom participation, lecture and discussion. Third year of a three-year sequence.

CHINESE
CHIN & 121
Chinese I (5) (H)
Learn to speak and understand basic oral Mandarin Chinese and to recognize and write basic Chinese characters. Students will gain an increasing awareness and understanding of the Chinese people and culture.

CIVIL ENGINEERING
CET 110
Principles of Drafting (3) (PT)
Fundamentals of multi-view engineering drafting, including lettering, line types, line weights, sketching, orthographic projection, standard section views, auxiliary views, and dimensioning standards.

CET 112
Drafting/CAD I (5) (PT)
AutoCAD drafting, drawing, editing, dimensioning, drawing aids, layer control, blocks, symbols libraries, and plotting.

CET 113
Computer-Aided Drafting II (5) (PT)
Emphasizes advanced AutoCAD commands, including assigning and extracting block attributes, creating attribute reports, incorporating and managing external references, isometric drawings, creating dimension styles, use of multiple view ports, and an introduction to 3-D wire frame models. Prerequisites: CET 112 or instructor’s permission.

CET 114
Computer-Aided Drafting III (3) (PT)
Develop sound computer-aided drafting. Emphasis is placed on importing survey points, defining parcels, creating 3D terrain models, calculating cut and fill volumes, and creating contours with labels. Prerequisite: CET 113, or instructor’s permission.

CET 120
Surveying I (5) (PT)
Fundamentals of plane surveying, including measurements of elevation, distance, and direction. Basic surveying computations learned. Emphasis will be placed on hands-on survey technique and sound field note form. Concurrent enrollment in MATH 110 and CET 120, or instructor’s permission.

CET 121
Surveying II (3) (PT)
Computation and adjustment of traverses from field notes. Calculation of land parcel areas. Introduction to survey solutions software including electronic data collectors. Basic equipment maintenance and calibration. Prerequisite: CET 120.

CET 122
Surveying III (4) (PT)
Further practice in traverse and levels under more challenging field conditions. Introduction to field techniques in location of high way curves, topographic mapping, and corner stake-out. Introduction to the Global Positioning System. Prerequisites: CET 120 and 121.

CET 132
Survey Computations (3) (PT)
Land surveying calculations using coordinate geometry, including forward and inverse computations, intersections, parcel areas, and short plats. Computations of structure quantities from construction plans, including surface areas and volumes. Manual and computer-based solutions. Prerequisites: CET 121 and MATH 110.

CET 190
Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

CET 220
Topographic Surveying and Mapping (4) (PT)
Field and office techniques used to produce a topographic map. Emphasis on automated field-to-finish technology. Use of conventional and GPS survey instrumentation. Prerequisite: CET 113 and 122.

CET 221
Land Survey Systems (3) (PT)
The history and applications of the U.S. Public Land Survey system. Restoration of lost and obliterated corners and sub-division of sections. Elements of legal descriptions. Legal principles of boundary surveys. Introduction to state plane coordinates. Prerequisites: CET 122, and 132.

CET 222
Route Surveying (4) (PT)
Application of highway road design, stressing the field location survey, including construction staking. Design calculations include horizontal and vertical curves, cross-sectional volumes, and an introduction to the mass diagram. Prerequisites: CET 120, 121, 122, 132, 220.

CET 240
Engineering Mechanics (5) (PT)
Basic concepts in statics and engineering mechanics related to the analysis of internal and external forces acting on structural members and systems. Prerequisite: PHYS 100 & MATH 110.

CET 250
Construction Materials (3) (PT)
Study of basic construction materials including steel, plastics, concrete and asphalt. Concrete mix design/test and evaluation of materials per WSDOT Standard Specifications.

CET 251
Soils and Foundations (5) (PT)
A study of basic engineering properties of soils, aggregates, and other subsurface materials, including sampling, testing, and evaluation for use as foundation or structural materials. Prerequisite: GEOL 100 and minimum 2.0 grade in CET 250.

CET 252
Highway Engineering (5) (PT)

CET 260
Hydraulics (5) (PT)
A study of the basic theory of hydrostatics and fluid mechanics with emphasis on the fundamentals of flow in pipes and open channels and the construction of water distribution systems. Prerequisite: PHYS 100 & MATH 110.

CET 261
Environmental Technology (5) (PT)
Introduction to environmental technology focusing on sanitary sewerage, septic systems, stormwater quality and treatment, and the environmental impacts of land development. Prerequisite: minimum 2.0 grade in CET 260.

CET 262
Hydrology & Stormwater Management (5) (PT)
A study of hydrologic processes and stormwater quantification for use in civil engineering site design and planning. Prerequisite: CET 260.
CET 270
Elements of Design (5) (PT)
Study of civil engineering design, land planning, permitting processes, professional conduct and ethics, and construction practices involved in land development. Prerequisite: CET 114, 220, 260, 261, and 262.

COMM 100
Adapted Reading & Writing Technologies (2)
Designed to assist students in the development of computer and English composition skills while using Dragon Naturally Speaking (voice recognition) and text to speech software. Prerequisite: instructor’s permission and basic computer skills.

COMM 101
Written Communications (3)
Reviews basic grammar, mechanics and vocabulary and introduces students to basic forms of business communication.

COMPUTER NETWORK TECHNOLOGY
CNT 117
Windows Workstation OS (2) (PT)
An introduction to the Windows workstation operating system. Course will cover the taskbar, Start menu, recycle bin, Windows Explorer, storage devices, printing, saving, control panels, etc.

CNT 118
Advanced Windows Management w/lab (4) (PT)
This course concentrates on materials commonly associated with A+ certification. Students learn how to install operating systems, configure computer functions, create dual boot systems, techniques for trouble shooting, set up for common peripherals, and more.

CNT 119
Windows OS III (4) (PT)
Microsoft Server products, Installation of server software, setup of user accounts, Active Directory Services, establishing client connections.

CNT 122
Electronic Measurements w/lab (4) (PT)

CNT 126
Internet w/lab (3) (PT)
Connection procedures, email, instant messaging, browsing and browser configuration, FTP, web research, wikis, forums, introduction to web page creating using HTML, CSS and basic web graphics basics. Internet security, privacy issues and social impact discussed.

CNT 128
Advanced Windows Workstation OS (PT) (3)
A second course in Windows operating system. Topics covered: boot sequence, windows architecture, the registry, application troubleshooting, managing resources, local printing, user profiles, system policies, modems, multimedia, and troubleshooting. Prerequisite: CNT 116 or equivalent work experience.

CNT 136
Linux w/lab (3) (PT)
Introduction to Linux operating system, login procedures, file and directory management, editors, Linux shell, command lines, shell scripts, using language compilers within a Linux environment.

CNT 137
Linux II w/lab (3) (PT)
A second course in Linux. Learn how to optimize system architecture, create custom kernels and configure networks. Prerequisite: CNT 136.

COMPUTER SCIENCE TECHNOLOGY
CST 119
Web Scripting I w/lab (3) (PT)
This course is designed for new web designers who want to develop, modify and design web pages and web graphics using Macromedia products.

CST 125
Web Animation w/lab (3) (PT)
An introduction to the creation and editing of animated graphic images using Macromedia Flash. Students will learn basic flash tools and palettes and explore how to use different techniques to create and modify animated graphics. Prerequisite: CST 117.

CST 136
Computer Science I: C-4 Programming w/lab (4) (PT)
A second programming language. Emphasis is on the features of the “C” programming language and good programming style. Previous experience with a block structure language is highly recommended and familiarity with an assembly language is helpful.

CS& 131 (formerly CST 136)
Computer Science I: C-4 Programming w/lab (4) (PT)
A second programming language. Emphasis is on the features of the “C” programming language and good programming style. Previous experience with a block structure language is highly recommended and familiarity with an assembly language is helpful.

CS& 141 (formerly CST 142)
Computer Science I: Java w/lab (5) (PT)
A study of rapid application development (RAD) JAVA. Development of GUIs using Swing Technology. Object Oriented Programming as it is implemented in JAVA. Introduction to graphics, animation, and multi-threading. Prerequisite: MATH 099 or equivalent.

CST 143
Java: Object Oriented Programming II w/lab (5) (PT)
A second course in object oriented programming covering documentation, standards, exceptions, threads, polymorphic programming, file I/O, network I/O, linked lists, stacks, trees, and an introduction to design patterns. Swing technology will be used. Prerequisite CS& 141.

CST 204
XML w/lab (3) (PT)
XML (Extensible Markup Language), XHTML, Cascading style sheets, document type definitions, schemas, JavaScript, Document Object Model, Simple API for XML, XSL. Prerequisite: CST 117.

CST 220
Tomcat Web Server (4) (PT)
Study of the Apache HTTPD and the Tomcat Web Servers. Installation, configuration and management of the programs is covered. Course includes an introduction to CGI, PHP and SQL. Deployment of web applications is covered. Pre or Corequisite is CST 204.

CST 224
Java w/lab (5) (PT)
A study of rapid application development (RAD) JAVA. Development of GUIs using Swing Technology. Object Oriented Programming as it is implemented in JAVA. Object Oriented Analysis. Problem solving techniques as applied to computer programming. Introduction to programming computer graphics. Prerequisite: MATH 099 or equivalent.

CST 225
Web Animation + w/lab (5) (PT)
Both an introduction to the creation and editing of animated graphic images using Flash as well as ActionScripting with object oriented programming. Prerequisite: experience with an object oriented programming language.

CST 226
Java: Network Programming w/lab (5) (PT)
Web-based internet programming using the JAVA language. Multithreading, Initiatress class, URL Class, URL Connection Class, client sockets and server sockets. Prerequisite: CST 224 or CS& 141.

CST 228
Java: Server Side Programming w/lab (5) (PT)
How to connect to and query a database-based on client requests. Answers will be processed using JAVA Servlets and Java Server Pages. Data will be presented to the client as a dynamic web page. Prerequisite: CST 224 or CS& 141.
COOP 230
Java: Server Side Programming II (5) (PT)
A second course in how to build and program dynamic web applications. Topics include: creating custom tags, integrating email into web applications, specialized servlets, Hibernate, Java Server Faces, Struts and deployment strategies.

CST 232
C# w/lab (3) (PT)
Learn graphics programming in a C# object oriented environment. Prerequisite: previous programming language.

COOPERATIVE WORK EXPERIENCE
COOP 190
Cooperative Work Experience (1-12) (PT)
Cooperative Work Experience allows students to apply classroom learning to on-the-job settings. Credit is earned for new and continued learning taking place in the work environment. Reaching set learning objectives and development of positive work habits are emphasized. The Cooperative Education Coordinator, the student employee, and the worksite supervisor arrange Cooperative Work Experience. 30-450 hours on-the-job per quarter. Prerequisite: Enrollment in a Work Experience Seminar (BTEC 191-104) is required of Co-op students. You may take the Work Experience Seminar before or in the same quarter as the Co-op course. Instructor’s permission required.

CRIMINAL JUSTICE
CJR 101 (formerly CRMJ 101)
Intro to the Criminal Justice System (5) (PT)
Examines organization and relationships of local, state and federal law enforcement agencies, judicial and correctional systems. History and philosophy, career opportunities and qualifying requirements of the criminal justice system are studied.

CJ 103 (formerly CRMJ 103)
Constitutional Law for Criminal Justice (5) (PT)
Examines the U.S. Constitution and Bill of Rights. Includes statutory law and judicial decisions governing guilt laden facts, reasonable suspicion, probable cause, arrest, search and seizure, interrogations, confessions and other constitutional safeguards.

CJ 105 (formerly CRMJ 105)
The Police Function (5) (PT)
Advanced theories, procedures and methods of police operations studied. Enhanced examination of discretionary powers. Career opportunities and trends in law enforcement are also explored. Comprehensive decision making, conflict resolution and stress management skills studied.

CJ 106 (formerly CRMJ 106)
Introduction to Correctional Methods (5) (PT)
Examines history and evolution of adult and juvenile correctional models in the state of Washington. Focus on adult and juvenile sentencing policies and guidelines in determinant and in-determinant systems. All forms of incarceration are studied.

CJ 107 (formerly CRMJ 107)
Legal Aspects of Law Enforcement (5) (PT)
State and federal constitutions, focusing on articles and amendments dealing with individual rights and freedoms specific to criminal justice system. Application of case law regarding arrest, search and seizure, law enforcement/correctional civil liability, the rules of evidence and courtroom proceedings.

CJ 109 (formerly CRMJ 109)
Community Relations and Resources (5) (PT)
Focus on resolving community issues and concerns via Community Oriented Policing and Problem Solving (COPPS) skills and strategies. Topics: mediation skills pertaining to conflict resolution, collaborative partnerships and positive interaction between citizens and police officers.

CJ 111 (formerly CRMJ 111)
Ethics in Criminal Justice (5) (PT)
In-depth analysis of theoretical and applied association between morality and function of the criminal justice process. Emphasis on unavoidable ethical, moral and legal dilemmas regularly confronted by police and correctional officers in their daily duties.

CJ 112 (formerly CRMJ 112)
Critical and Current Issues in Criminal Justice (5) (PT)
Examines current issues, topics and trends in the criminal justice system. Provides general overview of criminal law through examination of capstone cases. Explores the issues of racism and bigotry as related to criminal justice practitioners.

CJ 113 (formerly CRMJ 113)
Crime and Delinquency (5) (PT)
Juvenile deviance and theories of criminality are studied. Economic, social, and psychological impact of juvenile trends examined. Also examines the history and development of juvenile justice theories, philosophies, procedures, and institutions.

CJ 115 (formerly CRMJ 115)
Institutional Corrections (4) (PT)
Examination of state, federal and juvenile correctional facilities and institutions in Washington State and the United States. Emphasis on organized gang activity, diversity, inmate populations and classification process. Inmate management and control procedures, strategies and techniques are examined.

CJ 116 (formerly CRMJ 116)
Alternative Sentencing: Diversion, Probation & Community Corrections (5) (PT)
Community corrections, alternative sentencing, intermediate sanctions, probation and diversion concepts studied. Focus on philosophy, history, goals and functions of community corrections. Explores technology innovations, plea-bargain process, predicting offender risk factors and the impact of victim rights.

CJ 117 (formerly CRMJ 117)
Washington Criminal Code: Part I (5) (PT)
Detailed examination of specific statutes that comprise the Washington Criminal Code, Title 9A, RCW. Also examines specific legal definitions and defenses to criminal accusations, and all classification of crimes as found in RCW 9A.20.

CJ 120 (formerly CRMJ 120)
Forensic Investigations (5) (PT)
Skills, procedures and technology required for identification, documentation, collection, and preservation of physical evidence are studied. Role of physical evidence in criminal investigations and judicial proceedings examined. Diagramming of crime scenes is practiced.

CJ 122 (formerly CRMJ 122)
Forensic Investigation of Child Abuse (3) (PT)
Examines the abuse of children through physical or sexual violence. Forensic techniques used to systematically identify and arrest the perpetrator are studied. Stranger abduction of children examined.

CJ 126 (formerly CRMJ 126)
Forensic Investigation of Homicide (3) (PT)
Forensic tactics, procedures, and techniques of homicide investigation are examined. Various tools and processes systematically employed to identify, arrest, and convict perpetrators are studied.

CJ 127 (formerly CRMJ 127)
Forensic Investigation of Arson (3) (PT)
Examines forms of forensic evidence at fire scenes. Topics: procedures to identify, recover, preserve, and submit fire evidence to crime labs; fire accelerants, chemistry, phases of burning, indicators of fire origin, arsonist patterns, profiles, and motives.

CJ 129 (formerly CRMJ 129)
Forensic Study of Violence/Victimization (5) (PT)
Examines violent crime and victimology in American society. Factors leading to stranger violence, programs, agencies, and advocates available to victims are studied. Proactive and reactive strategies to criminal assaults, legal issues and self-defense measures discussed.
Forensic Investigation of Domestic Violence and Spousal Abuse (3) (PT)
Course focuses on the epidemic of spousal and domestic violence in our society, as well as the most commonly employed evidence discovery, collection, and preservation techniques. Includes a comprehensive discussion of intervention tactics and strategies.

Cooperative Work Experience (1-10) (PT)
See description under COOP 190 for additional information.

Felony Investigations (5) (PT)
Application of basic and advanced forensic investigation techniques and processes for felony crimes examined. Process, procedures and technology associated with identification, collection, preservation, comparison and analysis of evidence are examined, and practiced.

Criminal Interviews/Interrogations (5) (PT)
Basic and intermediate skills required for criminal and forensic interviews and interrogations. Study, practice, role-play, and evaluate the techniques used to elicit factual information from victims, witnesses and suspects in the course of criminal investigations.

Crime Scene Photography (4) (PT)
Practical application of basic crime scene photography methods and techniques for criminal investigations studied. Skills designed to capture the details of automobile accidents, misdemeanor, and felony crime scenes are discussed and practiced.

Diesel Technology

Shop Skills (2) (PT)
Theory of basic automotive shop skills pertaining to safety, tool and equipment use and working skills. This is a requisite course for continuance in the Diesel Equipment Technology program.

Internal Combustion Engine I Theory (3) (PT)
The study of operating principles of the internal combustion engine.

Power Transmission I Theory (3) (PT)
The transmission of power from the power source to the end functions of machinery. Emphasis on mechanical devices. Theory of operation and repair.

Power Transmission I Lab (4) (PT)
The application of mechanical power transmission and components. Repair and overhaul of components is studied and practiced in the lab. Corequisite: DET 125.

Mobile Hydraulics Theory (2) (PT)
The terminology, physical laws, and principles used in hydraulic systems of diesel equipment. Corequisite: DET 131.

Mobile Hydraulics Lab (5) (PT)
Practical exercises to aid the student in understanding the basic principles of hydraulic systems of diesel equipment. Corequisite: DET 130.

Internal Combustion Engine II Theory (2) (PT)
Detailed study of engine analysis and testing theory that produce optimum engine performance. Prerequisites: DET 120, 121.

Power Transmission II Lab (2) (PT)
The application of power shift and automatic transmission as used in heavy duty equipment and on highway trucks.

Preventive Maintenance and Inspection (1) (PT)
The study of appropriate procedures and practices of vehicle and machinery preventive maintenance and inspection. Compliance with state and federal regulations is covered.

Preventive Maintenance and Inspection Lab (2) (PT)
The application of designing and implementing a preventive maintenance program and the practice of appropriate inspection of vehicles and machinery. Computer related exercises are required. Corequisite: DET 215.

Internal Combustion Engine II Theory (2) (PT)
Detailed study of engine analysis and testing theory that produce optimum engine performance. Prerequisites: DET 120, 121.

Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

Mobile Electrical Systems II (2) (PT)

Mobile Electrical Systems II Lab (4) (PT)
Practical experiences in analyzing, measuring, and trouble-shooting electrical/electronic circuitry. Computer related exercises are incorporated in analysis of these principles. Corequisite: DET 200.

Preventive Maintenance and Inspection (1) (PT)
The study of appropriate procedures and practices of vehicle and machinery preventive maintenance and inspection. Compliance with state and federal regulations is covered.

Preventive Maintenance and Inspection Lab (2) (PT)
The application of designing and implementing a preventive maintenance program and the practice of appropriate inspection of vehicles and machinery. Computer related exercises are required. Corequisite: DET 215.
### ECONOMICS

**Microeconomics (SS)**

The study of individual markets and how prices and quantities react within those markets to meet the unlimited wants of human beings.

---

### DRAMA

**DRMA 100 (formerly DRAM 100)**

**Applied Drama (3)**

Provides credit for participation in either the artistic or technical aspects of the college's quarterly play productions. May be repeated for credit.

**DRMA 101 (formerly DRAM 108)**

**Introduction to Theater (5) (H)**

Overview of theatre as an art form with emphasis on the play in production and the roles of various theatre artists. Students are expected to attend two plays during the quarter at their own expense.

**DRMA 103 (formerly DRAM 103)**

**Set Design (3)**

Introduction to the basics of scenic design for the theatre; drafting and model building. Students will work on the concurrent Centralia College Drama production. Prior enrollment in DRMA 106 is preferred.

**DRMA 105 (formerly DRAM 105)**

**Theater History (3) (H)**

Survey of the major periods in Western drama through study of major representative plays and development of the physical theater of those periods.

**DRMA 106 (formerly DRAM 106)**

**Introduction to Stagecraft (3)**

Introduction to basic tools, materials, equipment, techniques used in the design and implementation of sets, lighting and sound for the theatre. Students will participate in the design, construction and lighting of the concurrent drama production.

**DRMA 107 (formerly DRAM 101)**

**Beginning Acting (5) (H)**

Introduction with emphasis on concentration, imagination, movement, and characterization via vocal, physical, emotional exercises, improvisation, and scene work. Students will be expected to attend two plays during the quarter at their own expense.

**DRMA 108 (formerly DRAM 104)**

**Intermediate Acting (5) (H)**

Continuation of the fundamentals of acting with an emphasis on improvisational techniques and exercises, and advanced monologue and scene work. Students will be expected to attend two plays during the quarter at their own expense.

**DRMA 110 (formerly DRAM 110)**

**Stage Makeup (3)**

Introduction to the types of theatrical makeup and the techniques of application.

**DRMA 111 (formerly DRAM 111)**

**Stage Lighting (3)**

Introduction to the basic principles of stage lighting as an integral part of theatrical productions. The course will deal with theories and equipment commonly used in theatre lighting. Students will participate in the drama production.

**DRMA 115 (formerly DRAM 115)**

**Dramatic Performance (5) (H)**

For students involved in the creative/performance aspects of a play production, from audition through research/preparation for their portrayal and an evaluation of their performance. The student must successfully audition and be cast in a college production.

**DRMA 120 (formerly DRAM 120)**

**Introduction to Playwriting (5) (H)**

Study the art and craft of writing for the stage. Students will be required to complete and oversee the production of a short play. Final performances of student works will be presented to the public.

**DRMA 141 (formerly DRAM 141)**

**Theater Speech (3)**

The training of the human voice to develop control. The emphasis is on voice projection, quality and accuracy of sound and articulation of the English language.

**DRMA 148 (formerly DRAM 148)**

**Introduction to Dance (1)**

Study the fundamentals of Ballet, Modern, and Jazz dance. Prior dance experience is not necessary. The student will be required to wear casual, comfortable clothing. Students may participate barefoot. Dance shoes are optional.

**DRMA 149 (formerly DRAM 149)**

**Introduction to Movement for Theater (1)**

Introduction to dance for Musical Theater. Prior dance experience is not necessary. The student will be required to wear casual, loose fitting clothing. Students may participate barefoot. Dance shoes are optional.

**DRMA 150 (formerly DRAM 150)**

**Introduction to Modern Dance (1)**

Study basic Modern Dance, Latin, and Swing movements. Prior dance experience is not necessary. The student will be required to wear comfortable, loose fitting clothing. Students may participate barefoot. Dance shoes are optional.

**DRMA 201 (formerly DRAM 201)**

**Advanced Acting (5) (H)**

Continued study of acting; character analysis, scene interpretation and classical styles. Students will be expected to attend two plays at their own expense and will be responsible for the presentation of a children's theater production.

**DRMA 205 (formerly DRAM 205)**

**Contemporary World Theater (3)**

Introduces contemporary world theatre using the theatrical productions of the Pacific N.W. Regional theaters and the Broadway theaters of NY City as a case study. Travel to and study of these productions. Visits to additional cultural events/locales will be included.
ECON 202 (formerly ECON 201)
Macroeconomics (5) (SS)
Study how any system allocates limited resources to meet unlimited human wants. The major concerns of macro economic policy are: inflation, full employment, national income accounting, fiscal policy, the money supply and international trade.

---

EDUC 115 (formerly EDEC 245)
Child Development (5)
An in-depth study of the physical, emotional, social and mental development of children from conception through age eight. An understanding of family structures, interaction, and function will be integrated throughout the developmental process.

EDUC 131
Health, Nutrition and Social Competence (3) (PT)
Explore current health, nutrition, and issues involved in working with young children. Topics include: state and federal standards, establishing safe environments and social competence. Also offered as EDEC 131.

EDUC 190
Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

EDUC& 201
Introduction to Education (3)
Explore the role of education in our society and investigate teaching as a career. Both the historical perspective and current trends in education will be discussed.

EDUC 202
Classroom Observation (2)
Students review teaching as a career. Students observe classrooms in action and attend seminars to discuss their findings. Students may make arrangements with the instructor to start observations before quarter begins. Corequisite: EDUC& 201.

EDUC& 203 (formerly EDUC 222)
Exceptional Child (3)
Explains the role of Special Education in education systems. Provides techniques to work with the exceptional child in the classroom. Topics include exceptionality in all areas of development, diagnosis, communication, and working with family structures.

EDUC 210
Fundamentals of Tutoring (1)
Examination of the core issues of individual learning: learning theories and styles, conferencing and assessment techniques, and developing sensitivity to diverse student populations.

EDUC 238
Issues in Child Abuse and Neglect (3) (PT)
Development of skills for working with children from abusive or neglectful home environments. Using theory, research, and practice, participants will understand, recognize and assess child abuse and neglect issues. Also offered as EDEC 238.

EDUC 275
Curriculum Development (3)
An examination of the nature, scope, and sequence of curriculum to include discussion of course goals, content, and evaluation. Prerequisite: EDUC 201.

---

EARLY CHILDHOOD EDUCATION

EDEC 101
Intro to Early Childhood Education/Current Issues and Trends (3)
A survey of early childhood education, including history, values, ethics, current issues and trends, and the role of the early childhood professional.

EDEC 105
Introduction to Child Care (STARS) (2) (PT)
Provides entry level information for child care or similar early childhood setting such as a family child care home, before and after school program, etc. This course meets the Washington State requirement for a twenty-hour basic training course (STARS).

EDEC 121
Math for Children: Methods (3) (PT)
Methods to help children actively construct a foundation for mathematics. Focus includes math development, basic mathematics, and methods for implementation in a classroom, preparation of materials, and assessment of children.

EDEC 122
Music for Young Children: Methods (3) (PT)
Through active participation, students will learn methods of presenting music activities to young children. Students will develop a curriculum and practice singing, creative movement, listening and rhythm activities to be used with children.

EDEC 124
Motor Skill Development: Methods (3) (PT)
Learn to assess motor skill development. Create and evaluate appropriate activities to facilitate optimal growth.

EDEC 125
Science for Children: Methods (3) (PT)
Learn to teach science to young children. Areas of focus include formal and informal scientific: instructional procedures for observation, classification and quantifying; preparation of materials, supplies, and equipment.

EDEC 126
Art for Children: Methods (3) (PT)
Develop a repertoire of creative art experiences to use when teaching young children. Emphasis will be placed on artistic elements, developmentally appropriate activities, creativity, divergent thinking, and strategies for enhancing a child's artistic experience.

EDEC 127
Literature for Children: Methods (3) (PT)
Explore literature for young children and methods for teaching it in the classroom setting. Emphasis will be placed on language development, reading readiness, listening skills, book selection and presentation, storytelling, poetry, and writing.

EDEC 131
Health, Safety & Nutrition for Young Children (3) (PT)
Explore young children's health, safety and nutrition issues. Topics include the interrelationship between health, safety and nutrition; state and federal environmental standards; preventing illnesses; and nutritional requirements for young children.

EDEC 132
Observation, Assessment and Environmental Design (3) (PT)
Through observations in child study lab, students will analyze observation methods and recording procedures. Weekly seminars on assessment, child development, discipline and guidance, learning environments, and lab findings.

EDEC 150
Emergent Literacy (1)
Identify literacy behaviors and discuss the value of early literacy learning. Emphasis placed on children's literacy, criteria for book selection, and techniques to promote learning infancy through age eight.

EDEC 151
Learning Literacy Skills (1)
Focuses on the importance of a language-rich physical environment and the role of adults in supporting and promoting literacy skills. Emphasis on talking, singing, and telling stories to develop emergent literacy skills.

EDEC 152
The Literacy Program (1)
Integrate reading, writing, listening, and speaking into activity plans for specific age groups. Emphasis will be placed on learning to identify potential language delays, how to individualize instruction, and successful parent involvement strategies.
Provides child care personnel with information necessary to open, operate, and manage early learning programs that meet licensing, accreditation and other quality standards.

Emphasizes the technical knowledge necessary to develop and maintain a quality early care and learning program. Topics include planning, developing and managing a center and meeting licensing and accreditation regulations and guidelines.

Focuses on the operation of children's programs in early learning centers. Topics include the grouping of children, creating developmentally appropriate curriculum for children ages birth through age eight, and implementing a food program.

Addresses staff recruitment, retention, support, and supervision which will lay a foundation for positive personnel management. Professional responsibilities such as cultural responsiveness and reflective practice are also examined.

Focuses on relationship based guidance, influences on a child's behavior, goals of mistaken behaviors, temperament, and creating a personal philosophy of guidance for young children.

Focuses on indirect guidance techniques for guiding children. Topics include creating positive, child-centered environments; daily schedules and routines, importance of developmentally appropriate expectations; establishing limits; and involving families and supporting family cultures and values.

Examines direct guidance strategies to support positive children's behaviors. Topics include positive communication, reinforcing positive behaviors, using "I messages," active listening, natural and logical consequences, active problem solving, and other direct guidance techniques.

Focuses on selecting and presenting music, movement, and art to young children. Emphasis on developmentally appropriate practice and creating activities which enhance a child's optimal growth.

Focuses on presenting math, science, and social studies to young children. Emphasis is placed on developmentally appropriate practice and creating activities which will enhance a child's optimal growth.

Examines the educational function of and methods to incorporate play into early childhood curriculum. An in-depth study of the nature and role of play in the cognitive, social, emotional, and physical development of children.

Focuses on the importance of adult relationships in child care and early learning settings. Topics include why relationships matter, individual attitudes and behaviors, when caring relationships are undermined, and next steps in creating community.

Focuses on caregiving practices that promote positive interactions and relationships with children. Topics include building caring communities around children, observing to understand children's behavior, and building relationships to support self-esteem and learning.

Focuses on the emerging language of the young child, fostering secure caregiver-child relationships and building culturally responsive partnerships with families. Topics include attachment and bonding, meeting the social and emotional needs of young children, and building positive relationships.

Focuses on caregiving practices to support healthy and safe environments that support sensorimotor exploration. Topics include ways to partner with families about sleeping issues and feeding interactions to support the healthy development of the young child.

Examines the educational function of and methods to incorporate play into early childhood curriculum. An in-depth study of the nature and role of play in the cognitive, social, emotional, and physical development of children.
EDUC 203 (formerly EDEC 222)
Exceptional Child (3)
Explains the role of Special Education in education systems. Provides techniques to work with the exceptional child in the classroom. Topics include exceptionality in all areas of development, diagnosis, communication, and working with family structures.

EDEC 225
Teaching the Student with Special Needs (3) (PT)
Examines methods and strategies for teaching students with special needs.

EDEC 230
Curriculum Development (3) (PT)
The application of procedures for curriculum development, maintenance, and evaluation. Developmentally appropriate curriculum and learning materials are designed into a cumulative curriculum for classroom use. Prerequisite: EDEC 101.

EDEC 233
Integrated Strategies for Teaching I (5) (PT)
Develops a professional understanding of teaching methods and practices with an opportunity to evaluate own teaching skills and the learning environment. Prerequisite: EDEC 132.

EDEC 234
Integrated Strategies for Teaching II (5) (PT)
Integration of theory, methods and child development into classroom practice. Opportunity to examine and experience all the competencies of the professional teacher. Prerequisite: EDEC 132, EDEC 233.

EDEC 238
Issues in Child Abuse and Neglect (3) (PT)
Development of skills for working with children from abusive or neglectful home environments. Using theory, research, and practice, participants will understand, recognize and assess child abuse and neglect issues. Also offered as EDUC 238.

EDUC 115 (formerly EDEC 245)
Child Development (5)
An in-depth study of the physical, emotional, social and mental development of children from conception through age eight. An understanding of family structures, interaction, and function will be integrated throughout the developmental process.

EDEC 285
Issues and Trends in Early Childhood Education (3) (PT)
An examination of the current and controversial issues and trends in early childhood education. Also, an in-depth study of the developmental approach used in the education of the young child.

ELECTRONICS, ROBOTICS & AUTOMATION

ELT 113
Cabling and Soldering w/lab (5) (PT)
Hands on experience basic to electronic repair. Safety and proper use of tools, component identification, reading and drawing schematic diagrams. Prototyping techniques, soldering and unsoldering leaded and surface mount components. Wire wrap and cabling techniques.

ELT 115
DC Electronics w/lab (1-5) (PT)
Basic electronic theorems. DC circuit analysis. Series and parallel circuits.

ERA 120
Sensor Technology (3) (PT)
How to use, repair and calibrate electronic sensors that measure heat, light, magnetism, pressure, flow and liquid level.

ELT 121
AC Electronics (1-5) (PT)
Analysis and troubleshooting of AC circuits. Capacitors and Inductors are studied. Transformers and filters. Prerequisite: ELT 115.

ERA 121
Solid State Electronics w/lab (5) (PT)

ELT 137
Power Supplies w/lab (5) (PT)
Half wave and full wave rectifiers, voltage multipliers and power supply filters. Linear and switched-mode power supplies. Monolithic IC regulators. Prerequisite: ELT 121. Corequisite: ELT 133.

ELT 213
Small Signal Amplifiers w/lab (5) (PT)
Small signal amplifiers using bipolar junction transistors and field effect transistors studied. Circuit gain, input and output impedance and bandwidth calculations are used to predict circuit operation. Troubleshooting techniques practiced. Op amp circuits are studied.

ELT 222
Computer Electronics II (5) (PT)
An overview of computer architecture. Numbering systems and an introduction to assembly level programming. Prerequisite: ELT 212.

ELT 223
Large Signal Amplifiers w/lab (5) (PT)

ELT 235
Communication Systems w/lab (5) (PT)
AM, FM and SSB Modulation, tuners, Class C amplifiers, radio frequency oscillators, Pulse and Digital Modulations, oscillators, Phase Locked Loops, RFID, antennas. Prerequisite: ELT 213.

ELT 238
Network Technology w/lab (4)
LAN setup, connecting LANS to WANs. Network Interface Cards, Client connectivity, network protocols, router configuration. Prerequisite: ELT 212 or instructor’s permission.

ELT 242
Network Technology II (4) (PT)
Course concentrates on materials commonly associated with Security+ certification. Coverage includes risk identification, intrusion detection, encrypted communication, firewalls and basic forensics.

EQA 250
Automation I (4) (PT)
An introductory study of the principles of Automation. This includes: Thyristors, Electric Motors, Motor Controls, Ladder Logic and Closed Loop Systems. Pre-requisites: ELT 121, ERA 120, ERA 151.

EQA 251
Automation II (4) (PT)
A second course in automation and robotics. Topics covered include electric motors, motor controls, work cell robotics, and a very heavy emphasis on programmable logic controllers. Prerequisite: EQA 250.

ENERGY TECHNOLOGY

PPO 100
Introduction to the Energy Industry (5) (PT)
Provides a broad background in fields related to power generation.
PPO 101 Introduction to Power Generation and Process Control Technology (3) (PT)
Provides a broad background in fields related to power generation and process control technology.

PPO 102 Power Generation (5) (PT)
Focus will be on environmental issues surrounding power plants. Introduction to boilers including design and ancillary equipment.

PPO 103 Electric Utility Distribution System (5) (PT)
Continuing coverage of power systems, boilers and prime movers. Prerequisite: PPO 102.

PPO 110 Introduction to Power Production (2)
An introduction to the preliminary aspects of understanding power production such as an overview of the physical system, applied math, safety concerns, steam properties, economics and de-regulation. Prerequisite: PPO 102.

PPO 120 Energy Tech Blueprint Reading (4)
An in-depth study of construction blueprints for residential, commercial, and industrial facilities, emphasizing interpretation as it applies to the energy and HVAC industries.

PPO 130 Industrial Safety and Rigging (5) (PT)
Industrial safety practices, procedures, and equipment as found in modern power plants. Also included will be basic first aid and CPR, and basic firefighting equipment and procedures. Basic Rigging will be taught stressing safety. Prerequisite: PPO 102.

PPO 150 Energy Efficiency (3) (PT)
A study of Energy Efficiency concepts related to the efficient and effective use of electricity in home and industry. Subjects covered will include electrical terms, green alternative energy sources, transportation, solar, wind, biomass, and insulation.

PPO 151 Energy Efficiency Lab (2) (PT)
Real world application of Energy Efficiency concepts. Students will do an energy audit of their homes measuring and calculating the overall energy efficiency of the home. Co-requisite: PPO 150.

PPO 190 Cooperative Work Experience (1-10)
See description under COOP 190 for additional information.

PPO 191 Power Production Tour of Systems (3)
Introduces energy technology students to the "real world" of power production and transmission by touring generation, transmission and distribution facilities in the region. Tours are conducted weekly.

PPO 201 Plant Systems (5) (PT)
Provides a background in power plant cycles, systems and equipment, including an introduction to instrumentation and control. Prerequisite: PPO 102.

PPO 202 Plant Maintenance (5) (PT)
Provides a background in refrigeration, heating, ventilation and air conditioning, and lighting. Prerequisite: PPO 201.

PPO 203 Plant Operations Refrigeration & HVAC (5) (PT)
Provides background in power plant operations and controls. Prerequisite: PPO 202.

---

ENGINEERING

ENGR 100 (formerly G E 100) Introduction to Engineering (2)
Introduction to the various fields and careers of engineering. Topics will include: educational planning and transfer issues; problem solving, engineering design, teamwork, and communication skills.

ENGR 111 (formerly G E 101) Engineering Graphics I (2)
Introduces the basic concepts of engineering graphics through freehand sketching and computer-aided drafting. Includes orthographic projection, section and auxiliary views, dimensioning and text.

ENGR 112 (formerly G E 102) Engineering Graphics II (3)
Continuation of ENGR 111. Emphasizes basic concepts of engineering graphics in CAD-based descriptive geometry applications. The latter part of the course covers a variety of 3-D modeling techniques and solid mass properties extraction. AUTOCAD software is used as the primary CAD-tool. Prerequisites: ENGR 111 or equivalent, MATH 141, or instructor’s permission.

ENGR 203 Applied Numerical Methods (5)
Numerical solutions to engineering and science problems using modern scientific computing tools. Application of mathematical judgment in selecting computational algorithms and communicating results. Introduction to MATLAB programming for numerical computation. Prerequisite: MATH 152, (MATH 118 recommended) or instructor’s permission.

ENGR 204 Electrical Circuits (5)
An introduction to basic electrical circuits and systems. Topics include: basic techniques; nodal and mesh analysis; Thevenin and Norton equivalent circuits; operational amplifiers; step, natural and steady-state circuit response. Concurrent enrollment in MATH 212 is recommended. Prerequisite: MATH 152 and PHYS 222.

ENGR 214 (formerly G E 112) Statics (5)
First of a three-course sequence. The basic principles of vector statics; friction, analytical and graphical methods of solving force systems including frames, trusses, and other simple mechanisms; centroids and moments of inertia; chains and cables. Corequisite: MATH 151.

ENGR 215 (formerly G E 291) Dynamics (5)
Second of a three-course sequence includes the study of kinematics and kinetics of a particle, work-energy, impulse-momentum, relative motion, and rigid-body mechanics. Vector methods will be stressed throughout. Corequisites: ENGR 214, MATH 164.

ENGR 225 (formerly G E 292) Mechanics of Materials (5)
The last of a three-course sequence. Includes the study of stress, strain, and deflection in beams, columns, machine and structural member. Includes bending moments, shear, torsion, deformation, unsymmetrical bending, and eccentric loading. Corequisite: ENGR 214.

---

ENGLISH

ENGL 093 Independent Study (1-5)
Individualized instruction for the student whose needs are not currently being met by the available course offerings. Specialized curriculum and instruction are developed to meet each student’s needs. Instructor’s permission only.

ENGL 094 Spelling (1-5)
Topics covered in this course include basic spelling patterns, commonly confused words, apostrophe use, capitalization, plural formation, and how pronunciation helps to improve spelling. Students utilize materials according to pretesting information.

ENGL 095 Vocabulary Development I (1-5)
Topics include a base of words used in everyday communication, provides systematic study, increases proficiency in oral and written communication and reading comprehension. Students are given a placement test and assigned materials at an appropriate level.
ENGL 096
Vocabulary Development II (1-5)
Topics include a base of words used in everyday communication and company training; provide systematic study, increases proficiency in oral and written communication and reading comprehension. Students are given a placement test and assigned materials at an appropriate level.

ENGL 097
Vocabulary Development III (1-5)
Course provides a systematic study of college level academic words and their roots, prefixes, and suffixes to increase proficiency in oral and written comprehension and communication.

ENGL 098
Grammar Review (1-5)
Study proper word usage, grammar, sentence structure, and punctuation. Writing includes personal essays and summaries. Emphasis is on improving grammar and writing skills for personal needs and preparation for technical coursework. Students must meet mandatory placement requirements to enroll.

ENGL 099
Fundamentals of English (1-5)
Prepares students for College Composition. Students analyze texts, review sentence structure and punctuation, and write several short essays and other writing. Students must meet mandatory placement requirements to enroll.

ENGL & 101
Composition I (5) (C)
Expository writing course which encourages students to think and write with clarity, conciseness, and enjoyment; to organize and develop their ideas; and to express themselves sharply, economically, and grammatically. Students must meet mandatory placement requirements to enroll. A minimum score of 83 on the COMPASS test, a minimum score of 46 on the ASSET test, or completion of five credits of ENGL 099 with a minimum grade of 2.0.

ENGL & 102
Composition II (5) (C)
A course in argumentative and persuasive writing, methods of research, development and preparation of an original research paper. Prerequisite: 2.0 or higher in ENGL & 101.

ENGL 104
Argumentation Research Workshop (1)
Provides supplemental instruction and support for English 102 students, including library research, critical reading, thesis development, and forms of argumentation. Recommend corequisite: ENGL & 102.

ENGL 107
Technical Writing (3) (PT)
Learn how to write, edit and format professional forms of communication, how to adapt material to its audience, to blend text to graphics, and how to avoid technical jargon, using the principles of good English. Prerequisite: ENGL & 101 or COMM 101.

ENGL 109
Applied Grammar and Composition (4)
Students will learn how to apply and use the rules of grammar, punctuation, spelling and capitalization in their college-level writing. Prerequisite: ENGL & 101.

ENGL & 111 (formerly ENGL 110)
Introduction to Literature (5) (H)
This course introduces students to the major forms, techniques and themes of literature in order to gain appreciation of how it contributes to their understanding of people's lives and cultures.

ENGL & 112 (formerly ENGL 113)
Introduction to Poetry (5) (H)
Introduction to modern poetry (mid-19th century to present) through the study of major English language poets: their life's influences and works. Prerequisite: ENGL 101.

ENGL & 211
Vocabulary Development III (1-5)
Prepares students for College Composition. Students analyze texts, review sentence structure and punctuation, and write several short essays and other writing. Students must meet mandatory placement requirements to enroll.

ENGL & 212
Composition I (5) (C)
Expository writing course which encourages students to think and write with clarity, conciseness, and enjoyment; to organize and develop their ideas; and to express themselves sharply, economically, and grammatically. Students must meet mandatory placement requirements to enroll. A minimum score of 83 on the COMPASS test, a minimum score of 46 on the ASSET test, or completion of five credits of ENGL 099 with a minimum grade of 2.0.

ENGL & 213
Composition II (5) (C)
A course in argumentative and persuasive writing, methods of research, development and preparation of an original research paper. Prerequisite: 2.0 or higher in ENGL & 101.

ENGL 214
Argumentation Research Workshop (1)
Provides supplemental instruction and support for English 102 students, including library research, critical reading, thesis development, and forms of argumentation. Recommend corequisite: ENGL & 102.

ENGL 217
Technical Writing (3) (PT)
Learn how to write, edit and format professional forms of communication, how to adapt material to its audience, to blend text to graphics, and how to avoid technical jargon, using the principles of good English. Prerequisite: ENGL & 101 or COMM 101.

ENGL 219
Applied Grammar and Composition (4)
Students will learn how to apply and use the rules of grammar, punctuation, spelling and capitalization in their college-level writing. Prerequisite: ENGL & 101.

ENGL & 221
Introduction to Literature (5) (H)
This course introduces students to the major forms, techniques and themes of literature in order to gain appreciation of how it contributes to their understanding of people's lives and cultures.

ENGL & 222
Introduction to Poetry (5) (H)
Introduction to modern poetry (mid-19th century to present) through the study of major English language poets: their life's influences and works. Prerequisite: ENGL 101.

ENGL & 223
Vocabulary Development III (1-5)
Prepares students for College Composition. Students analyze texts, review sentence structure and punctuation, and write several short essays and other writing. Students must meet mandatory placement requirements to enroll.

ENGL & 224
Composition I (5) (C)
Expository writing course which encourages students to think and write with clarity, conciseness, and enjoyment; to organize and develop their ideas; and to express themselves sharply, economically, and grammatically. Students must meet mandatory placement requirements to enroll. A minimum score of 83 on the COMPASS test, a minimum score of 46 on the ASSET test, or completion of five credits of ENGL 099 with a minimum grade of 2.0.

ENGL & 225
Composition II (5) (C)
A course in argumentative and persuasive writing, methods of research, development and preparation of an original research paper. Prerequisite: 2.0 or higher in ENGL & 101.

ENGL 226
Argumentation Research Workshop (1)
Provides supplemental instruction and support for English 102 students, including library research, critical reading, thesis development, and forms of argumentation. Recommend corequisite: ENGL & 102.
ENGL 250
Literary Themes (3-5)
A major theme is followed through important works of fiction, poetry, and drama. Themes vary depending on the instructor and the quarter in which it is offered.

ENGL 255
Women's Literature (5) (D) (H)
Students will explore the role women have played in the development of literature by analyzing why women write, the times in which they write, and the issues that concern them. College-level reading & writing required.

ENGL 260
Non-Western World Literature (5) (D) (H)
Literature of the non-western world, ancient times to the present. Students will explore works from India, China, Africa, Japan, the Middle East, and Latin America.

ENGL 271
Intermediate Creative Writing (3)
Students will hone their creative writing, workshops, and revising skills while working on an individual project. Prerequisite: ENGL 208 and instructor’s permission.

ENGL 272
Advanced Creative Writing (3)
For serious students who wish to prepare a manuscript for publication and/or writing program admission. Emphasis on workshop, and revising of an individual project. Prerequisite: ENGL 271 and instructor’s permission.

ENVIRONMENTAL SCIENCE

ENVS 100 (formerly ENVS 150)
Survey of Environmental Science (5) (S)
An introduction to the interactions between humans and the natural world. Topics include structure and function of ecosystems; populations; growth; mineral, water, forest, food and energy resources; waste management; and local and global environmental issues will be discussed.

ENVS 100L
Introduction to Environmental Science Lab (1) (S)
Field experience in environmental science. Visit local environments, both natural and human-dominated, ranging from old growth forests to flood plain restoration sites to recycling, forestry and organic farming operations. Includes two Saturday field trips. Prerequisite/Corequisite: ENVS& 100 or ENVS 170.

ENVS 120
Watershed: Connecting Mountains to the Sea (S) (S)
Investigate interconnections among geology, hydrology, biological diversity, ecology, human impacts and development along local rivers from headwaters to the ocean. General concepts presented in lectures are illustrated during day-long weekend field trips over rough terrain.

ENVS 170
Introduction to Natural Resources (S) (S)
What are Pacific Northwest forests, fishes and wildlife? Learn some common species, historical human uses, what policies drive their management, how to conserve them for future use, and how to plan for a career in the field.

FORENSICS

FORS 101
Introduction to Forensic Science (5) (S)
Application of biology, chemistry, and physical science in evaluating evidence. Examine the capabilities and limitations of forensic science, the organization of the forensic science laboratory, using analytical tools, and applying science to questions of law.

FRENCH

FRCH & 121-123 (formerly FRCH 101-103)
French I-III (5) (H)
Combines video, audio, and print. Emphasis on communicative proficiency, self-expression, and cultural insight. Resources include CDs, videos and the World Wide Web.

FRCH & 221-223 (formerly FRCH 201-203)
French IV-VI (5)
Reviews and expands the essential points of grammar. Students will develop reading skills, build their vocabulary and increase their listening and speaking skills in a variety of topics. French is used almost exclusively in the classroom. Prerequisite: FRCH & 123 or instructor’s permission.

GEOGRAPHY

GEOG 201
Physical Geography w/lab (5) (S)
Explore the characteristics of and relationships between Earth’s natural systems: lithosphere, hydrosphere, cryosphere, atmosphere, and biosphere. Introduction to landforms, climates, vegetation soils, mineral and water resources, plate tectonics, and maps. Concurrent enrollment in GEOG 201L. Coursework will include some college level writing and math.

GEOG 250
Human Geography (5) (D) (SS)
Introduction to basic geographical concepts, with emphasis on interrelationships of people with their physical and cultural environment. Satisfies requirements for elementary education majors and meets state-mandated Essential Academic Learning Requirements for geography.

GEOLOGY

GEOL 100
Geology for Engineering & Environmental Studies w/lab (3) (S)
Explore minerals and rocks, geological processes, and geological investigation techniques that relate to geotechnical and environmental concerns.

GEOL & 101 (formerly GEOL 101)
Introduction Physical Geology (5) (S)
Explore and recognize earth materials, processes, and structures within a plate tectonics framework; origin and structure of the Earth, rocks and minerals, geological time, earthquakes and volcanoes, ocean basins, formation of landscapes, special topics. Concurrent enrollment in GEOL 101L.

GEOL & 101L
Introduction Physical Geology Lab (0) (S)
Recognize earth materials, features, and structures. Identification of common rocks and minerals; topographic and geologic maps. Concurrent enrollment in GEOL & 101 or instructor’s permission.

GEOL 102
Earth Evolution & Global Change (5) (S)
Explore the evolution of the Earth and life through geologic time. Origin of the earth, its oceans and atmosphere, evolution of plants and animals, plate tectonics, changes in the continents through time, sedimentary deposits and environments, fossils, geologic time. No course prerequisites but GEOL 101 and GEOG 101L recommended; concurrent enrollment in GEOG 102L. Coursework will include some college level writing and math.
GEOL 102L
Earth Evolution and Global Change Lab (0) (S)
Identify common sedimentary and other rocks, minerals, and fossils; interpret sedimentary environments; determine relative ages; learn about plate tectonics. Concurrent enrollment in GEOL 102 or instructor’s permission.

GEOL 108
Natural Hazards and Catastrophes w/lab (5) (S)
An examination of earth materials and processes through the study of earthquakes, volcanoes, landslides, floods, tsunamis, hurricanes, tornadoes, wildfires, and meteorite impacts. Examination of causes and effects on human populations and the environment; preparedness, prediction and forecasting; mitigation of risks, and case studies.

GEOL 180
Cascade and Plateau Geology (3) (S)
Explore the geology of a selected area of interest, for example, Hawaii, Grand Canyon, Rocky Mountains, Cascades, Yellowstone, Tetons, Southwest Deserts, etc.

GERM& 208 (formerly GEOL 107)
Geology of the Pacific NW w/lab (5) (S)
Examines the geology and geologic history of the Pacific Northwest and geologic processes important to its evolution. Topics include volcanoes, earthquakes, plate tectonics, rock and mineral faults and folds, mountain building, landforms, glaciation, and surface processes.

GERMAN

GERM 121-123 (formerly GERM 101-103)
German I-III (5) (H)
A multimedia course that combines video, audio, and print. Emphasis is on communicative proficiency, self expression and cultural insight. Resources include CDs, videos and the World Wide Web.

GERM& 221-223 (formerly GERM 201-203)
German IV-VI (5)
Reviews and expands the essential points of grammar. Students will develop reading skills, build their vocabulary and increase their listening and speaking skills in a variety of topics. German is used almost exclusively in the classroom. Prerequisite: GERM 123 or instructor’s permission.

HEALTH

HLTH 120
Women’s Health Issues (3) (D) (HF)
An opportunity to examine current women’s health and well-being issues.

HLTH 125
Exploring Health care Professions (3)
An opportunity for investigating the many career opportunities in the health sciences.

HLTH 130
Health and Wellness (3) (HF)
An exploration of current personal health issues and a presentation of contemporary approaches to obtaining and maintaining a high level of wellness.

HLTH 140
Exercise and Nutrition (3) (HF)
An exploration of the impact a positive healthy lifestyle has on an individual’s quality of life. Two components of a healthy lifestyle, a healthy diet, and a safe exercise program, will be explained and developed. Prerequisite: students must be physically able to exercise.

HLTH 145
Safety and Fitness (3) (HF)
Emphasizes the importance of safety, first aid, and exercise as they relate to an individual’s level of health and fitness. The course includes American Red Cross Community First Aid and Community CPR certification. Prerequisite: Students must be physically able to exercise.

HLTH 154
Community First Aid and CPR (1)
Introductory American Red Cross first aid class with emphasis on the basic skills needed in case of an emergency. Adult, child and infant CPR covered.

HLTH 159
Anatomy & Terminology for EMTs (1)
Provide EMT students with a basic understanding of basic anatomy, functions of the human body, and medical terminology. Topics include: anatomic definitions, initial medical terminology, skeletal system, circulatory system, respiratory system, and the nervous system.

HLTH 163
First Responder (5) (PT)
This course prepares students for certification as a First Responder in the State of Washington. Both lecture and hands-on practical training are used to teach important aspects of basic pre-hospital emergency care.

HSC 006
Creating Critical Viewers (1-5)
Course covers the impact of different media in society. Students will create media projects that demonstrate proficiency in research, communication and creativity.

HSC 010-011
English as a Second Language I-II (1-5)
For high school level second language students, English skills will be emphasized in two levels of reading, writing, speaking, and listening development.

HSC 012
Introduction to Writing (1-5)
A high school level introductory writing course. Review punctuation, study sentence structure, develop writings, and assess the writings of others. A pretest to determine writing level will be required.

HSC 014
English Grammar and Writing (1-5)
This is a junior/senior level high school writing course. Grammar is reviewed; the major emphasis, however, is on practical use of writing. Level determined by pre-testing.

HSC 020
Health (1-5)
Preventive health care, nutrition, mental health, sexual health, and basic anatomy form the curriculum in this course. Students will be expected to do a final project with in-depth self-analysis and problem solution components.

HSC 021
Independent Health Research (1-5)
Students research and write papers on ten health topics decided on an individual basis with the instructor. Topic areas include disease, epidemic control, nutrition, and exercise. Two research projects are included.

HSC 022
Secondary Science I (1-5)
Science I is a course in general life science. It includes work assignments for each chapter and several labs. Topics included are general biology, health, genetics, and environment.

HSC 023
Sexual Health (1-5)
Students explore anatomy and sexual health in cultural and scientific contexts, including sexuality relationship health issues.

HSC 024
Discovery Science I: Physical Science (1-5)
Emphasis in this computerized science curriculum is on the scientific principles involved in electricity, work, lenses, waves, and cells. Students do not have to be computer literate in order to enroll.
HSC 025
TEEN Fitness and Exercise (1)
Students study and practice proper nutrition and exercise for pregnant and parenting teenagers and their children.

HSC 030
Science II (1-5)
Science II emphasizes physical science. It covers electricity, gravity, friction, astronomy, and chemistry. Coursework includes worksheet activities and labs.

HSC 032
Discovery Science II: Plant Science (1-5)
Students enjoy hands-on learning in a scientific discipline. Reading is minimal, but videos, summaries, and a journal are required, as is a five week botanical lab project.

HSC 034
Introduction to Physical Geography (1-5)
The focal point in this course is the inter-relationship between earth, sea, and sky. Reading level above 10th grade is suggested, as the text has college level readability.

HSC 040
United States Government (1-5)
Course explores history and development of the government of the United States and our national relationships in context of that development.

HSC 042
United States History I (1-5)
Course surveys pre-colonial history through 1898 to the present century with a concentration on major issues and events in the development of the American nation. For students in the high school completion program.

HSC 044
United States History II (1-5)
Course surveys American history from 1898 to the present century with a concentration on major issues and events in the development of the nation. For students in the high school completion program.

HSC 046
Washington History (1-5)
Emphasis is on the cultural development of the state of Washington from prehistoric times through the present. The state's geography, geology, and anthropology are studied as well as the development of our modern government and economy.

HSC 048
Introduction to Social Studies (1-5)
Course teaches basic writing, researching, and test-taking skills while presenting information about diverse societies and global issues.

HSC 050
Contemporary World Problems (1-5)
World news events and their global effects provide the course content. Students are required to summarize articles and write research papers about topics from three major areas: health, environment, and politics. Opinion papers are also required.

HSC 052
World Geography I (1-5)
Course features study of the physical and cultural geography of the Western Hemisphere. Research and reading enhancement assignments feature regional current issues.

HSC 054
World Geography II (1-5)
Course features study of the physical and cultural geography of the Eastern Hemisphere. Research and reading enhancement assignments feature regional current issues.

HSC 060
Basic Arithmetic with Critical Thinking (1-5)
Features include life skill application practice in the basic arithmetic skills; major emphasis is on how to think about math problems.

HSC 062
Basic Applied Math (1-5)
Designed to review, strengthen, and utilize basic arithmetic skills. Provides an introduction to number lines, algebra, statistics, and geometry. Prerequisite: Mastery of addition, subtraction, multiplication, and division in whole numbers, fractions, and decimals, determined by pretesting.

HSC 064
Consumer Finance (1-5)
Can be used either as an elective or a math requirement in the high school completion program. Topics and skills necessary for personal money management as well as national and global economic issues. Recommendation: Basic mathematics mastery.

HSC 066
Independent Math Projects (1-5)
This is a hands-on math class. Students must have understanding of basic math through fractions and decimals, as the class includes much work with percents and measurements. Projects will include budgeting, payroll, home building, and area planning.

HSC 080
Driver's Education Handbook (1-5)
Prepares adults (over 18) for the written portion of the Washington State driver's licensing exam. It will not qualify students under 18 because the class doesn't incorporate the behind-the-wheel driving practice.

HSC 082
Occupational Education (1-5)
Students will research career information such as education requirements, pay scale, and future demand for the career field. They will learn job search, resume preparation, and professional ethics skills.

HSC 084
Computer Literacy (1-5)
An introductory computer course for the adult high school completion student. Students use the Apple and Macintosh computers. Several software applications are used including word processing, graphics, and spreadsheets.

HSC 085
Personal Choices (1-5)
Through journaling, group process activities and a final project, students learn different techniques and strategies that will lead them to make positive life choices. This core course is required for students in TEEN.

HSC 099
Independent Study (1-5)
This course is designed to provide instruction at the high school level for the student whose needs are not currently being met by the available course offerings. Specialized curriculum and instruction will be developed to meet each student's needs. Instructor's permission only.

HIST 110
History of Intolerance (3) (D) (SS)
An examination and analysis, through reading and film, of intolerance in America's history. Particular attention will be paid to historical events which demonstrate intolerance based on: religion, ethnicity, race, gender, sexual orientation and age.

HIST& 116 (formerly HIST 103)
Western Civilization I (5) (SS)
Analysis of development of major political, economic, social and cultural characteristics of Antiquity and Medieval Europe.

HIST& 117 (formerly HIST 104)
Western Civilization II (5) (SS)
Analysis of modern state; emphasis on the Renaissance, the Reformation, Absolutism, Scientific and Political Revolutions.

HIST& 118 (formerly HIST 105)
Western Civilization III (5) (SS)
Analysis of late 19th and 20th centuries with special attention paid to political, social and economic trends and events.

HIST& 146 (formerly HIST 260)
U.S. History I (5) (SS)
Analysis of American history from the pre-invasion to the Antebellum Era. Emphasis will be on the political, social, cultural and economic changes.
HIST& 147 (formerly HIST 261)
U.S. History I (5) (SS)
Analysis of American history from Antebellum Era to the Progressive Era. Emphasis will be on the political, social, cultural and economic changes.

HIST& 148 (formerly HIST 262)
U.S. History III (5) (SS)
Analysis of American history from World War One to the present. Emphasis will be on the political, social, cultural, and economic changes.

HIST 210
Introduction to Pacific Asian History (5) (D) (SS)
Description and analysis of the emergence, of modern nations of Pacific Asia. Gain understanding of the historical and geographical context of the political and economic development of the region.

HIST& 214 (formerly HIST 270)
Pacific NW History (5) (SS)
Study of the early exploration and settlement of the Pacific Northwest. Emphasis on the economic, political and social developments. The course is designed to meet state certification requirements for teachers.

HIST& 215 (formerly HIST 230)
Women in US History (5) (D) (SS)
Exploration of female experiences in the 18th, 19th, 20th, and 21st centuries by looking at class, race and ethnicity and study women in the context of the major historical developments in their time.

HIST& 220 (formerly HIST 215)
African American History (5) (D) (SS)
Examines the history of the continent from the pre-colonial era to the present. Topics include pre-colonial lineage, patterns of ethnic identity, colonialism, and tribal identity, urbanization and its impact, and apartheid.

HIST 275
America in Vietnam (5)
Overview of the Vietnam Conflict, including Vietnamese culture and history; U.S. foreign policy; roots of the war; effects on world politics; media conduct during and after the war; and impacts on American society.

HIST 280
History of American Foreign Relations (5) (SS)
Survey of American foreign relations from the 17th to 21st centuries, focusing on national security, economic needs, capitalism, and democracy and imperialism.

HONORS PROJECT
HON 160, HON 170
Honors Project (3)
Honors students will work with one faculty mentor to develop, complete, and publically present a three-credit project or paper that requires original research and development. It is expected that the project will involve 60-90 hours of work, including initial and progress meetings with the faculty mentor.

HON 250
Honors Colloquium (5)
Honors students will explore the annual Phi Theta Kappa (International Honors Society of the Two-Year College). Honors Study Topic in a colloquium setting, using texts, films, Internet, and other resources.

HUMAN RELATIONS
H R 110
Human Relations in the Workplace (3) (PT)
Human relations, communication, and team building skills necessary for success in the workplace. Current research and theories of behavioral sciences and communications are applied to occupational survival strategies. Taught with lecture and experiential learning activities.

HUMANITIES
HUM 110
Ethics and Cultural Values (5) (D) (H)
An interdisciplinary study of philosophy, literature, history and religion within Western and Oriental ethical systems of thought. It focuses on the importance of cultural values through a study of virtue, duty, utility, and rights.

HUM& 116 (formerly HUM 101)
Humanities I (5) (H)
A survey of the major movements in art, architecture, music, philosophy, and literature in a historical context, from pre-history to 1400 C.E.

HUM& 117 (formerly HUM 102)
Humanities II (5) (H)
A survey of the major movements in art, architecture, music, philosophy, and literature in a historical context, from 1300 C.E. to 1800 C.E.

HUM& 118 (formerly HUM 103)
Humanities III (5) (H)
A survey of the major movements in art, architecture, music, philosophy, and literature in a historical context, from 1800 C.E. to present.

HUM 270
Survey of Film Studies (5) (H)
An examination of the social, historical, technical, and artistic aspects of film through viewing, study and discussion of notable motion pictures.

INDIVIDUALIZED CERTIFICATE PROGRAM
ICP 101
Individualized Certificate Program Seminar (1-12) (PT)
A series of continuing, on-the-job training experiences. A minimum of 12 credits is required for each program. Students work in businesses, agencies, organizations, or at the college, gaining employment experience in applicable field.

INTENSIVE ENGLISH PROGRAM
A developmental English-language program consisting of four levels: speaking, listening, reading, and writing/grammar. Program’s intent is to develop academic English language skills for non-native English speakers. Placement testing required.

IEP 084, 088, 092, 096
Intensive English: Speaking Levels I-IV (1-5)
A multi-level English language course with emphasis on communicative oral proficiency. This course combines the use of video, audio, and print materials to teach English language and American culture. The development of oral skills in the areas of self-expression and cultural insights are examined.

IEP 085, 089, 093, 097
Intensive English: Listening Levels I-IV (1-5)
A multi-level English language course with emphasis on communicative auditory proficiency. This course combines the use of video, audio, and print materials to teach the English language and American culture. The development of auditory skills in the areas of sound discrimination, intonation and Phonetic rhythm are examined.

IEP 086, 090, 094, 098
Intensive English: Reading Levels I-IV (1-5)
Multi-level reading course for non-native English speakers that emphasizes the acquisition of reading skills at a post-secondary level, including vocabulary, comprehension, reading rate and study skills.
Intensive English: Writing & Grammar Levels I-IV (1-5)
Multi-level course develops writing skills needed for pre-college and college level academic and technical courses. Writing fluency, grammar, and structure are emphasized. Difficulty of work increases at each level. Placement by entrance assessment.

JOURNALISM

JOUR 106
Introduction to News Writing I (5) (H)
Learn the difference between news writing and other types of writing. Practice writing a variety of news articles.

JOUR 107
Introduction to News Writing II (3) (H)
Start, develop and polish hard news and soft news stories. Practice gathering information from a variety of sources.

JOUR 111, 112, 113
Newspaper Staff I - III (3-5)
Help produce the college's online student newspaper. Editors, reporters, photographers, videographers, page designers, and advertising sales people needed. Prerequisites: JOUR 106.

JOUR 160
Introduction to Mass Media (5) (H)
A survey of mass media in America; newspapers, magazines, books, recorded music, radio, television, motion pictures, the World Wide Web; emphasis on structure, function, audience, content, effect, and social responsibility.

JOUR 170
Racism, Sexism and Media (3) (D) (H)
Issues of race and gender in the media from both an historical and a current perspective.

JOUR 180
Issues in Mass Media (2)
Discuss and interpret issues as they relate to the media. Learn to evaluate media messages critically.

JOUR 206
News Reporting and Writing (5)
Write a variety of in-depth and extended coverage news articles concentrating on enterprise and package projects. Practice writing editorials, columns and reviews. Learn the basics of broadcast and public relations writing.

JOUR 208
Copy Editing and Newspaper Design (5)
Learn newspaper copy editing and page design. Edit copy for the student newspaper. Design and layout pages of the student newspaper. Prerequisites: ENGL& 101, JOUR 106, 107, 111, 106.

JOUR 211, 212, 213
Newspaper Staff IV-VI (3-5)
Help produce the college’s online student newspaper. Editors, reporters, photographers, videographers, page designers, and advertising sales people needed. Prerequisites: JOUR 113.

LIBRARY

LIBR 180
Research in the 21st Century (5)
Students examine various strategies for locating, evaluating, and applying information resources in the research process. Attention is paid to information issues like intellectual property, censorship, and freedom of information. Prerequisite: eligibility for ENGL& 101.

LIBR 182
Research Skills (2)
Learn how to use the tools of research, including traditional library resources and those accessed over the Internet. Discover how information is organized and indexed for retrieval, the appropriate search syntax for a variety of databases, and the underlying search patterns.

MATHEMATICS

MATH 094
Independent Study (1-5)
Individualized instruction for the student whose needs are not currently being met by the available course offerings. Specialized curriculum and instruction are developed to meet each student needs. Instructor’s permission only.

MATH 095
Basic Math (1-5)
Designed for students who need to review basic math concepts such as whole number, fraction and decimal operations. Appropriate placement test scores.

MATH 096
Pre-Algebra (1-5)
Covers percents, proportions, unit conversions, geometry, simplifying algebraic expressions and solving simple first degree linear equations. Prerequisite: MATH 095 or appropriate test score placement.

MATH 098
Algebra I (1-5)
Designed for students with good arithmetic skills and familiarity with signed numbers and basic algebraic expressions. Problem-solving skills are emphasized. Topics include: linear equations and inequalities, graphing, polynomials, and rational expressions. Prerequisite: MATH 096 or equivalent.

MATH 099
Algebra II (1-5)
Introduces the concept of functions, their graphs and properties. Particular attention will be paid to linear, quadratic, exponential and logarithmic functions. Prerequisite: MATH 098 or equivalent.

MATH 100
Technical Mathematics I (5)
Focus is on methods of problem solving for the technical fields. Course develops mathematical vocabulary and skill with algebraic expressions, formula manipulations, graphing techniques, right triangle trigonometry, geometry, exponents, logarithms, and equation/system of equation solving. Prerequisite: MATH 099 or equivalent.

MATH 101
Foundational Math Concepts (5)
Study of foundational math theory and concepts including number sense, algebra, geometry, data analysis and math vocabulary through inquiry-based learning. Does not meet Quantitative Skills distribution requirement for AA degree. Prerequisite: MATH 095 or equivalent.

MATH& 107
Math in Society (5) (M)
Designed to enhance math proficiency of liberal arts students as they meet personal and professional demands. Includes mathematics in management, statistics, probability, art, and other practical applications in society. Not preparation for calculus. Prerequisite: MATH 099 or equivalent.

MATH 110
Technical Mathematics II (3)
Course emphasizes trigonometric functions used to solve engineering, electronics, and mechanics application problems. This course does not satisfy the quantitative skills requirement for either an AA or AS degree.

MATH 115
College Algebra for Business (5) (M)
Linear, polynomial, and rational function models. Exponential and logarithmic functions. Mathematics of finance, matrices, linear programming, set operations, and probability. Prerequisite: MATH 099 or equivalent.

MATH 116
Industrial Mathematics (5)
Application of basic mathematical operations to specific vocational programs including common fractions, decimal fractions, percentages, ratio and proportion, practical algebra, and computations involving rectangles and triangles. Emphasizes the use of mathematics in welding. This course does not satisfy the quantitative skills requirement for either an AA or AS degree.
MATH 118
Linear Algebra (5) (M)
Computational and modeling tools with applications in physics, mathematics, engineering, economics, and business. Topics include systems of equations, matrix algebra, vector spaces, subspaces, bases, orthogonality, transformations, and eigenvalues. Prerequisite: MATH 142 or equivalent placement.

MATH& 131 (formerly MATH 251)
Math for Elementary Education I (5) (M)
Designed to provide the conceptual framework for teaching mathematics from kindergarten through eighth grade.

MATH& 132 (formerly MATH 252)
Math for Elementary Education II (5) (M)
The second of two courses designed to provide the conceptual framework for teaching mathematics from kindergarten through eighth grade. Prerequisite: MATH 131.

MATH 135
Pre-Calculus Refresher (5) (M)
Designed as a refresher course for students who have previously had a pre-calculus course. Content includes everything covered in MATH& 141 and MATH& 142. Prerequisite: high school pre-calculus equivalent or instructor permission.

MATH& 141 (formerly MATH 112)
Pre-calculus I (5) (M)
Study of elementary functions (polynomial, rational, exponential, and logarithmic), systems of equations, matrix algebra, and series and sequences. Modeling and problem solving techniques are emphasized from a graphic, symbolic, and numeric perspective. Prerequisite: MATH 099 or equivalent placement.

MATH& 142 (formerly MATH 113)
Pre-calculus II (5) (M)
Graphical, numerical, and symbolic development of the trigonometric functions and their inverses as defined on the unit circle and right triangles; identities, equations, and applications; complex numbers, polar coordinates, parametric equations, vectors, and conic sections. Prerequisite: MATH& 141 or equivalent placement.

MATH& 146 (formerly MATH 108)
Introduction to Statistics (5) (M)
Introduction to concepts of data collection, organization and summaries. Develop the concepts of mean, median and standard deviation, probability, probability distributions, and apply these ideas to hypothesis testing, linear regression and analysis of variance. Prerequisite MATH 099 or equivalent.

MATH 150 (formerly MATH 121)
Survey of Calculus (5) (M)
Serves the needs of students whose programs demand a relatively brief introduction to the calculus concepts of limit, change, rate of change, and integration with applications in the fields of biological, social and management sciences. Prerequisite: MATH& 141, MATH 115 or equivalent.

MATH& 151 (formerly MATH 123)
Calculus I (5) (M)
The first in a three-quarter sequence. Limits, derivatives of algebraic and some transcendental functions, applications of derivatives, the indefinite integral. Topics covered from numerical, analytical and graphical viewpoints. Prerequisite: MATH& 142 or equivalent.

MATH& 152 (formerly MATH 124)
Calculus II (5) (M)
The second in a four quarter sequence. It covers the calculus of transcendental functions (exponential, logarithm, inverse circular, hyperbolic), techniques of integration, sequences, series, and power series. Prerequisite: MATH& 151 or equivalent.

MATH 156
Calculus I Lab (1)
Analyze concepts from Calculus I using algebra-based computer software. For students currently enrolled in Calculus I or who have instructor permission. Corequisite: MATH& 151.

MATH& 163 (formerly MATH 201)
Calculus III (5)
Third in a four-quarter sequence. Polar coordinates, parametric equations, vectors, and vector fields, the analytic geometry of three-space, partial derivatives, and multiple integrals. Prerequisite: MATH& 152 or equivalent.

MATH 212
Elementary Differential Equations (5)
Linear ordinary differential equations with emphasis on supporting concepts of differential operators, Wronskians, characteristic polynomials, homogeneous and nonhomogeneous cases, variation of parameters, undetermined coefficients. Solution of IVP by Laplace transforms and power series method. Prerequisite: MATH& 163.

MATH 228
Discrete Mathematics (5) (M)
This class introduces the basic concepts of mathematics that are used in computer science. Topics covered include logic, mathematical induction, combinatorics, set theory, relations and functions and descriptive statistics. Prerequisite: MATH& 141 or equivalent.

MATH& 264 (formerly MATH 202)
Calculus IV (3)
Fourth in a four-quarter sequence. Optimization of 2 and 3 variable functions, Lagrange Multipliers, applications and techniques of multiple integration, Green's Theorem, Stokes Theorem, and line and surface integrals. Prerequisite: MATH& 163 or its equivalent.

MEDIA STUDIES

M ST 125
Introduction to Sports Broadcasting (1)
Learn about the history of Sports Broadcasting. Specific duties of announcers as well as technical knowledge, current trends, career paths, legal and ethical issues of sports broadcasting will be covered during the quarter.

M ST 126
Sports Announcing for Football (1)
Learn and apply the basic skills and knowledge required of today's football announcers. This course will emphasize practical tips, ideas and theories that will help you on your way to becoming a football announcer.

M ST 127
Sports Announcing for Basketball (1)
Learn and apply the basic skills and knowledge required of today's basketball announcers. This course will emphasize practical tips, ideas and theories that will help you on your way to becoming a basketball announcer.

M ST 128
Sports Announcing for Baseball (1)
Learn and apply the basic skills and knowledge required of today's baseball announcers. This course will emphasize practical tips, ideas and theories that will help you on your way to becoming a baseball announcer.

M ST 158
Studio and Outdoor Lighting for Television and Film (2)
Discover the basic principles and techniques of lighting television and film sets in both indoor and outdoor situations. Corequisite: MST 260, MST 261, or MST 262.

M ST 159
Stagecraft for Television and Film (2)
Designed specifically for television and film majors, this class introduces students to the basic tools, materials, equipment and techniques used in the design and building of television and film sets. Corequisite: MST 260, MST 261, or MST 262.

M ST 190
Cooperative Work Experience (1-12)
See description under COOP 190 for additional information.
M ST 220  
Introduction to Broadcast News and Production (4)  
Learn basic media news writing, produce and broadcast news and feature stories on both radio and television. Some media production techniques will be covered during the quarter.  

M ST 225  
Introduction to Telecommunications (5)  
The field of telecommunications is constantly changing and affecting the way we live our lives. Learn about the history, social impact, moral, ethical issues and philosophies of telecommunications in our society.  

M ST 230  
Introduction to Radio Broadcasting (5)  
As an introduction to radio broadcasting you will learn about programming philosophies, announcing skills, production techniques, copy writing and the FCC rules and regulations that apply to the industry.  

M ST 231  
Advanced Radio Broadcasting (5)  
Learn about promotional tools used to increase a stations ratings, ways to prepare for a radio show, employment paths in the industry and the responsibilities of a program director. Prerequisite: MST 230 or instructor permission.  

M ST 260  
Introduction to TV & Video Production for Electronic Media (5)  
Learn studio and control room operations, field and studio camera techniques, basic script writing and video editing. At the end of the quarter students will be able to write, produce and edit short videos.  

M ST 261  
Advanced TV & Video Production for Electronic Media (5)  
Improve editing skills while producing documentary and music videos. Advanced camera, editing, studio and field production techniques will be covered. Students will also take part in producing live college basketball games. Prerequisite: M ST 260.  

M ST 262  
Advanced Television & Video Production (5)  
Students will write, direct, produce and edit video packages and participate as crew members in producing classmate's video projects.  

M ST 271  
Radio Broadcasting Internship (1)  
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: MST 230, 231 or instructor's permission.  

M ST 272  
Radio Broadcasting Internship (2)  
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: MST 230, 231 or instructor's permission.  

M ST 273  
Radio Broadcasting Internship (3)  
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: MST 230, 231 or instructor's permission.  

M ST 274  
Radio Broadcasting Internship (4)  
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: MST 230, 231 or instructor's permission.  

M ST 278  
TV Broadcasting Internship (1)  
Designed for students who wish to produce independent video projects outside of the classroom environment. Instructor's permission required.  

———MUSIC———  

MUSC 100  
Music Reading (2)  
Designed for the student that has not previously had exposure to reading music. The skills acquired can be used to perform, create music, or enter the field. Practice rooms with pianos are available at the college.  

MUSC & 105  
Music Appreciation (5) (H)  
Explores music's history from the early beginnings of music into the twenty-first century. Topics include: elements of music, appreciation process, musical styles, music history, sound, musical instruments, and listening techniques. No prior music knowledge is required.  

MUSC 108  
Beginning Piano (1)  
Designed to provide piano instruction for all music majors in order to satisfy keyboard requirements. Practice rooms with pianos are available at the college  

MUSC 115, 116, 117  
Applied Music I-III (1)  
Study of specific instrument literature and techniques applied to performance. Required of all music majors. By audition and Instructor's permission.  

MUSC & 121 (formerly MUSC 105)  
Ear Training I (2) (H)  
An aural study of musical scales and intervals, designed for music majors and minors. Emphasis on dictation, sight singing, functional keyboard skills. Required of all music majors. (Music majors are required to register for MUSC & 131 with MUSC & 121.) Prerequisite: music reading skill. MUSC & 122 (formerly MUSC 106)  

MUSC & 123 (formerly MUSC 107)  
Ear Training II (2)  
An aural study of musical scales and intervals, designed for music majors and minors. Emphasis on dictation, sight singing, functional keyboard skills. Required of all music majors. The student must simultaneously register for MUSC & 132. Prerequisite: MUSC & 121 or permission of instructor.  

MUSC 128  
Music in the Theatre (5) (H)  
A study of music as an integral component of Ballet, Opera, and Musical Theater. Prior musical or drama experience is not required for success in the course. If the student has deficiencies in reading or writing, this course is not recommended. Prerequisite: proficiency in reading, grammar skills and writing.  

MUSC 129  
Sequencing (2)  
Introduction to compositional component of music through the use of music technology and the study of hardware-based and computer-based sequencing. Prerequisites: MUSC 175 and student must be able to demonstrate basic music reading skills.  

MUSC 130  
History of Western Music (5) (H)  
Introduction to musical elements, musical form, and stylistic periods in western music. Emphasis placed on biographical information of composers, compositional styles and representative works. Previous musical experience not required.  

MUSC & 131 (formerly MUSC 101)  
Music Theory I (3) (H)  
A technical study of music, designed for music majors and minors. Emphasis on part-writing, harmonization of melody and harmonic analysis. Required of all music majors. Prerequisite: Ability to read music. Corequisite: MUSC & 121.  

MUSC & 132 (formerly MUSC 102)  
Music Theory II (3)  
A technical study of music, designed for music majors and minors. Emphasis on part-writing, harmonization of melody and harmonic analysis. Required of all music majors. Prerequisite: MUSC & 131 or permission of instructor. Corequisite: MUSC & 122.
MUSC& 133 (formerly MUSC 103)
Music Theory III (3)
A technical study of music, designed for music majors and minors. Emphasis on part-writing, harmonization of melody and harmonic analysis. Required of all music majors. Prerequisite: MUSC& 132 or permission of instructor. Corequisite: MUSC& 123.

MUSC 139
Music of the World (5) (D) (H)
A music survey of diversity found in music around the world. Examines music as an accompaniment to ceremony and ritual, aid to work and routine, and an expression of universal unchanging human emotions. Prior musical experience is not necessary. Prerequisite: Proficiency in reading, grammar skills.

MUSC 140
History of American Music (5) (D) (H)
Exposure to styles of American popular music from the 1890’s to the present. The development of four American styles: Blues, Ragtime, Danceband and Jazz showing the evolution of American popular music. Prior musical training is not required. Prerequisite: Proficiency in reading & grammar skills.

MUSC 215, 216, 217
Applied Music IV-VI (1)
Study of specific instrument literature and technique applied to performance. Required of all music majors. By audition and instructor’s permission.

MUSC& 221 (formerly MUSC 205)
Ear Training IV (2)
An aural study of musical scales and intervals, designed for music majors and minors. Emphasis on dictation, and sight singing, functional keyboard skills. Required of all music majors. Prerequisite: MUSC& 123 or permission of instructor. Corequisite: MUSC& 231.

MUSC& 222 (formerly MUSC 206)
Ear Training V (2)
An aural study of musical scales and intervals, designed for music majors and minors. Emphasis on dictation, sight singing, functional keyboard skills. Required of all music majors. Prerequisite: MUSC& 221 or instructor’s permission.

MUSC& 223 (formerly MUSC 207)
Ear Training VI (2)
An aural study of melody, harmony and musical form, designed for music majors and minors. Emphasis on dictation, and sight singing. Required of all music majors. Corequisite: MUSC& 233. Prerequisite: MUSC& 222 or instructor’s permission.

MUSC 229
Advanced Sequencing (2)
Continuation of the course MUSC 129 - Sequencing. In-depth study of computer-based sequencing and its application in commercial music. Prerequisite: MUSC 129 and MUSC 175.

MUSC& 231 (formerly MUSC 201)
Music Theory IV (3)
An advanced technical study of western music. Emphasis on modulations, advanced harmonic analysis including secondary dominants, diminished seventh chords, augmented sixth chords, and neapolitan sixth chords. Corequisite: MUSC& 221. Prerequisite: MUSC& 133 or instructor’s permission.

MUSC& 232 (formerly MUSC 202)
Music Theory V (3)
An advanced technical study of harmony and form. Study of chords with extensions. Emphasis placed on analysis of music of the romantic period. Students must also register simultaneously for the course, MUSC& 222. Prerequisite: MUSC& 231 or instructor’s permission.

MUSC& 233 (formerly MUSC 203)
Music Theory VI (3)
A technical study of music of the twentieth century. Emphasis is placed on analytical skill for music of this century both tonal and atonal. Students must also register simultaneously for the course, MUSC& 223. Prerequisite: MUSC& 232 or instructor’s permission.

MUSC 234, 235, 236, 237, 238, 239
Jazz Band I – VI (2)
Jazz performance ensemble consisting of the following instrumentation: saxophone, trumpet, trombone, piano, bass, guitar and percussion. The ensemble will perform both on and off campus. Participation in one evening concert per quarter is mandatory. Prerequisite: By audition ONLY.

MUSC 244, 245, 246, 247, 248, 249
Performance Ensemble I – VI (1)
An ensemble for the advanced performer (Instrumentalists or Vocalists). Music reading is imperative. Will perform many styles of music. Concert performances will be both on and off campus and/or tour. By audition ONLY.

MUSC 250
Musical Theatre Production I (5) (H)
Designed to introduce the student to all the elements of musical theatre. The student will study the audition process, the effect of musical choreography, the historical setting of the work chosen, musical score and dialogue. Prerequisite: by audition only.

MUSC 251
Musical Theatre Production II (5)
The student will continue to study the audition process, the effect of musical choreography, the historical setting of the work chosen, musical score and dialogue. Prerequisite: by audition only.

MUSC 254, 255, 256, 257, 258, 259
Vocal Ensemble I – VI (1)
A small vocal ensemble that prepares and performs chamber works, and contemporary vocal literature. Placement is by audition only.

MUSC 264
Music History I (5) (D)
An historical study of improvisation in the early Christian era, through the Baroque era. Music listening is a strong component of the course.

MUSC 265
Music History II (5)
Traces the development of musical composition from the pre-classical period through the Romantic era. Students are introduced to a wide variety of musical styles, chronologically and geographically.

MUSC 266
Music History III (5)
Studies the development of music from the early twentieth century through contemporary music of the twenty first century. Music listening will be a strong component of the course.

MUSC 276
Music Technology (5)
Detailed study of Finale and Pro Tools used by music institutions of higher education and industry. Required of all music majors. Corequisite: MUSC& 121 or MUSC& 131.

MUSC 281, 282, 283, 284, 285, 286
Instrumental Improvisation I-VI (2)
An historical study of improvisation in instrumental styles: Dixieland, jazz, and contemporary popular music. Course will involve stylistic and harmonic analysis as well as performance on the students major instrument.
NATURAL RESOURCES

NATR 131
Plants of the Pacific Northwest (5)
Basic biology, life history and distribution of plants of the Pacific Northwest, emphasizing major tree species. Laboratory exercises focus on taxonomy and identification methods. An accelerated two-week course; first in a three-part series. Prerequisite: ENGL 099, placement in ENGL& 101 or instructor permission.

NATR 150
Disturbance Ecology (5)
Investigation of forces that change forest and riparian plant communities: fire, wind, floods, and insects and diseases endemic to the Pacific Northwest. An accelerated two-week course; second part of a three-part series. Prerequisite: ENGL 099 or placement in ENGL& 101 or instructor permission.

NATR 160
NW Terrestrial Habitats (5)
Exploration of diverse Pacific Northwest ecosystems. Succession, plant associations, site characteristics, biodiversity, population ecology and community ecology are studied within the context of ecosystem sustainability. A two-week, accelerated course; third in a three-part series. Prerequisite: ENGL 099 or placement in ENGL& 101 or instructor permission.

NATR 200
LPN to RN Transition (2) (PT)
Explores LPN and RN roles and responsibilities. Centralia College Nursing Program philosophy, purpose, conceptual framework, and outcome criteria are reviewed. Includes orientation to clinical facilities and classroom, campus, and off-campus lab expectations. Prerequisite: Admission to RN Program.

NATR 201
Complex Alterations in Health (12) (PT)
Provides content related to care of clients with complex alterations in mental health, cellular functioning, and cardiovascular and respiratory systems. Off-campus lab experiences are provided in regional in-patient and out-patient settings. Prerequisite: admission to Registered Nursing (RN) program.

NATR 270
Silviculture (5)
Forestry fundamentals, including methods of regeneration, site preparation, planting practices, animal damage control, nursery practices, pesticide/herbicide use and safety, prescribed burning, pre-commercial and commercial thinning and harvest treatments. Prerequisite: ENGL 099, MATH 099 or college-level placement or instructor permission.

NATR 280
Harvest Systems and Products (5)
Forest harvest techniques; includes transport systems, logging plans, wood products and other forest products, road layout and construction, best management practices, timber appraisal and contracts. Prerequisite: ENGL 099, MATH 099 or college-level placement or instructor permission.

NURSING

Prior to entering the nursing program classes, students must successfully complete ENGL& 101-English Composition I and PSYC& 200-Lifespan Psychology.

NURS 100
Introduction to Nursing (1) (PT)
The definition, function, responsibilities, and current and historical roles of the nurse and other health care personnel are presented. Nursing theory, educational requirements, law, and ethics of nursing practice are included.

NURS 101
Basic Nursing Care Concepts (12) (PT)
Program themes of homeostasis, the role of the nurse, and continuum of care are applied at on-campus theory and skills labs and off-campus clinical experiences at assisted living and long-term care facilities.

NURS 102
Nursing Care of Clients with Health Alterations Related to Lifespan (12) (PT)

NURS 103
Common Alterations of Health (8) (PT)
Provides content related to care of clients throughout the lifespan with alterations in health affecting body system functioning and mental health. Builds on skills and concepts learned in NURS 101 and NURS 102. Prerequisites: NURS 102 and ENGL& 101.

NURS 105, 106, 107
Ancillary Off campus Lab Opportunity (1) (PT)
Following orientation students assigned to ancillary off-campus lab sites: MD offices, clinics, home health agencies specialty acute care areas, assisted living facilities. Students observe nurses in professional roles and provide patient care under instructor and/or facility staff supervision; identify goals for each ancillary site and complete experience sheet and summary detailing observation of the LPN role, site specific topics and critical thinking applications. Grading is Pass-Fail. Continuous enrollment class. Concurrent enrollment in NURS 102,103 or 104; permission of nursing director.

NURS 108
Electrocardiography for Health care professionals (2)
Review of cardiac anatomy and physiology; ECG equipment operation and supplies; patient preparation; ECG testing procedure; rhythm recognition and interpretation; cardiovascular disorders; pharmacology in ECG testing. Includes hands on ECG training and practice. Corequisite: RN, LPN, or nursing student or instructor's permission.

NURS 110
Nursing Care Management (4) (PT)
Presents basic concepts related to managing and directing members of a team, including delegation, communication, and evaluation. Emphasizes decision-making in the leadership role within the scope of practice for the practical nurse. Prerequisite: ENGL& 101 and NURS 102.

NURS 190
Cooperative Work Experience (1-5) (PT)
See description under COOP 190 for additional information.

NURS 200
LPN to RN Transition (2) (PT)
Explores LPN and RN roles and responsibilities. Centralia College Nursing Program philosophy, purpose, conceptual framework, and outcome criteria are reviewed. Includes orientation to clinical facilities and classroom, campus, and off-campus lab expectations. Prerequisite: Admission to RN Program.

NURS 201
Introduction to Nursing (1) (PT)
Continuation of introduction to nursing. Expands on professional, educational, and personal development. Emphasis on psychosocial needs of clients and family. Prerequisite: NURS 100 and ENGL& 101.
NURSING ASSISTANT

HLSV 130
Basic Fundamentals of Care giving (2)
Focus is on the requirements for basic care giving. Topics include client rights, communication, problem solving skills, and protecting the health and safety of residents.

HLSV 131
Nursing Assistant Certification (9) (PT)
Awareness of the role of the nursing assistant in nursing care and skill development. Topics: maintain a safe environment, provide restorative care, communication, and practice basic concepts of care. Background check is required for clinicals.

HLSV 160
Emergency Medical Technician (12) (PT)
Techniques of emergency medical care presently considered as the responsibilities of a technician in his/her role. Designed to assure a uniformly high level of knowledge and skills among those involved in emergency care.

PHILOSOPHY

PHIL 101 (formerly PHIL 101)
Introduction to Philosophy (5) (H)
Investigate the assumptions philosophers have made about reality, knowledge, truth, God, morality, social construction, freedom, and paternalism.

PHIL 103
Introduction to Ethics (5) (H)
Focuses on choices made in concrete circumstances. Study traditional ethical theories and present-day moral dilemmas.

PHIL 106 (formerly PHIL 120)
Introduction to Logic (5) (M)
Study the logical properties of arguments: validity, implication, and equivalence. Analyze arguments with truth tables and deductive proofs. Prerequisite: MATH 099.

PHYSICAL EDUCATION

P E 101
Introduction to Physical Education (3)
A survey course designed for students considering a career in physical education, recreation and sports. Presents background information for wide scope of career opportunities.

P E 103
Basketball (1)
Basic skills and techniques. Includes team defense and offense.

P E 104
Bowling (1)
Designed for beginners and novices. Emphasis on the four-step approach, choosing equipment, and scoring. Off campus.

P E 107
Cycling Basics (2) (HF)
A combination of road tours, ranging in distance, and classroom lectures covering basic mechanics, nutritional concerns, equipment selection, clothing and training procedures. Each student must have a bicycle in good repair and an approved helmet.

P E 109
Golf (1)
Instructions for beginners, fundamentals, rules, and etiquette. Off campus.

P E 110
Physical Fitness (1) (HF)
An exercise class designed to improve cardiovascular efficiency, muscular strength, muscular endurance, flexibility and body composition. Students are encouraged to work at their own level of fitness.

P E 113
Beginning Tennis (1)
Instruction for beginners in fundamentals of the game. Rules and court etiquette.

P E 114
Swim Fitness (1) (HF)
Emphasizes cardio-respiratory endurance, muscle fitness and body composition improvement through lap swimming. Prerequisite: need to be able to swim comfortably in the deep end of the pool.

P E 115
Volleyball (1)
Covers the fundamental skills and techniques of beginning volleyball. Includes basic rules, scoring and strategy.

P E 117
Life Guard Training (2)
Students will obtain the knowledge and skills needed to prevent and respond to aquatic emergencies. Upon successful completion of this class a student will obtain the American Red Cross Lifeguarding certificate. Prerequisite: P E 114 or permission from instructor.

P E 120
Life Style Management and Exercise (2) (HF)
Designed to assist individual in making life style changes associated with health and fitness.

P E 123
Weight Training (1) (HF)
Conditions the musculature of the body using machine and free weights.

P E 130
Basketball Applications (3)
Provides experience in advanced strategies, fundamental skills, and team concepts of basketball. Prerequisite: P E 103, P E 167 or instructor’s permission.
**P E 131 Baseball Applications I (3)**

Learn the techniques and strategies in a practice or game situation with an emphasis on fundamentals, conditioning, team concept and sportsmanship.

**P E 139 Volleyball Applications (3)**

Provides experiences in advanced strategies, skills, and team concepts of volleyball. Prerequisite: P E 115 or instructor permission.

**P E 140 Boot Camp Basics (1) (HF)**

An exercise class designed to improve muscle strength and endurance, flexibility and anaerobic capacity. Prerequisite: the student needs to be at least an average physical fitness.

**P E 142 Cardio Combo (1) (HF)**

A combination of cardio experiences to improve cardiovascular endurance, body composition, muscle fitness and flexibility. A variety of movements will be explored, including step aerobics, kickboxing, Drums Alive, Zumba, and circuits with weights.

**P E 150 Yoga (1) (HF)**

An exercise class integrating components of flexibility, muscular strength and endurance, and relaxation. Students will be encouraged to work at their own level of fitness.

**P E 151 Aerobic Fitness/Walking (1) (HF)**

A fitness program emphasizing aerobic activities only. Designed to develop cardiovascular endurance, flexibility and body composition.

**P E 152 Pilates/Core (1) (HF)**

An exercise class designed to teach breathing with movement, body mechanics, balance, coordination, spatial awareness, strength and flexibility.

**P E 153 Tai Chi Basics (1) (HF)**

Develop balance, lower-body strength, and relaxation in motion with Wu style Tai Chi. Basic exercises and form practice will be emphasized. Students will be encouraged to work at their own level of fitness.

**P E 158 Beginning Tae Kwon Do (2) (HF)**

Develop balance, coordination, agility, spatial awareness, strength, and flexibility through the Korean art of Tae Kwon Do. Students will be encouraged to work at their own level of fitness.

**P E 159 Intermediate Tae Kwon Do (2)**

Further development of the techniques, forms, the sport, and self defense aspects required to advance to blue belt in the Korean martial art of Tae Kwon Do.

**P E 160 Advanced Tae Kwon Do (2)**

Further development of techniques, forms, the sport, and self defense aspects required to advance to blue and orange belt in the Korean martial art of Tae Kwon Do.

**P E 162 Softball Fundamentals (1)**

A mental and physical approach to the fundamentals of fast pitch softball. An emphasis will be placed on the basic skills and concepts needed to play the game effectively.

**P E 163 Step Aerobics (1) (HF)**

Combines simple, low impact step movements with music to improve cardiovascular endurance, flexibility and body composition.

**P E 164 Softball Theory (3)**

An analysis of the mental approach to the game of softball. An emphasis will be placed on the theories and strategies of fastpitch.

**P E 165 Softball Applications I (3)**

Learn how to apply the fundamentals of softball in game like situations.

**P E 166 Baseball Fundamentals (1)**

On-the-field practice in development of the basic fundamentals of baseball. Emphasis on basic skills and conditioning.

**P E 167 Basketball Fundamentals (1)**

This course will implement basic fundamentals with theory of various phases of the game. Conditioning for a lifetime activity is an important aspect of the course.

**P E 168 Adult Fitness (2) (HF)**

This class covers cardiovascular endurance, improved weight control, increased strength and flexibility. Students will be encouraged to work at their own level of fitness.

**P E 169 Cardio Kickboxing (1) (HF)**

Designed to offer high-impact aerobic conditioning. Each week new basic body moves and techniques introduced to improve the individual's level of fitness.

**P E 170 Theory of Baseball (3)**

A practical course with emphasis on the coaching of offensive and defensive strategies, theory, psychology and basic rules.

**P E 190 Co-op Work Experience (1-12)**

See description under COOP 190 for additional information.

**P E 203 Advanced Basketball (1)**

This course will review basic skills and techniques of basketball. Included in the course also will be advanced skills and techniques along with game strategies. Included team offense and team defense Prerequisite: P E 103 or instructor's permission.

**P E 204 Advanced Bowling (1)**

Advanced bowling techniques. Prerequisite: P E 104 or instructor's permission.

**P E 209 Advanced Golf (1)**

The course is designed to help the individual develop more advanced skills and strategies of golf. Prerequisite: P E 109 or instructor's permission. First class meets in gym.

**P E 210 Advanced Physical Fitness (1) (HF)**

Continue the individual's personal health-related physical fitness - cardiovascular endurance, muscular strength, muscular endurance, body composition and flexibility. Students encouraged to work at their own level of fitness. Prerequisite: P E 110 or instructor's permission.

**P E 213 Advanced Tennis (1)**

For students who are more advanced than the beginning level in tennis. First class will meet in the gym classroom. Borst Courts will be used. Prerequisite: P E 113 or instructor's permission and need own racquet.

**P E 215 Advanced Volleyball (1)**

Advanced techniques and skills included in competitive volleyball. Advanced offensive and defensive tactics and strategy will be covered. Prerequisite: P E 115 or instructor's permission.

**P E 223 Advanced Weight Training (1) (HF)**

Advanced weight training methods and programs including Olympic lifting and power lifting programs. Prerequisite: P E 123 or instructor's permission.
Advanced Volleyball Applications (3)
Learn advanced techniques and strategies in a practice or game situation with an advanced emphasis on fundamentals, conditioning, teamwork, and sportsmanship. Prerequisite: P E 130 or instructor’s permission.

Advanced Softball Fundamentals (1)
Continuation of the physical and mental skills needed for playing fastpitch softball. Emphasis will be on a variety of strategies utilized in the game of softball.

Advanced Step Aerobics (1) (HF)
Combines simple, low impact step movements with music to improve cardiovascular endurance, flexibility, and body composition. Prerequisite: P E 163.

Advanced Softball Theory (3)
An advanced analysis of the mental approach to the game of softball. An emphasis will be placed on the theories and strategies of fastpitch. Prerequisite: P E 164.

Advanced Baseball Fundamentals (1)
On the field practice in development of the advanced fundamentals of baseball. Emphasis on advanced skills, strategies, and techniques. Prerequisite: P E 166 or instructor’s permission.

Advanced Basketball Fundamentals (1)
More advanced skills practiced. Prerequisite: P E 167 or instructor permission. Prerequisite: P E 167 or instructor’s permission.

Advanced Cardio Kickboxing (1) (HF)
Designed to offer high-intensity aerobic conditioning with the addition of hand weights. Each week more involved forms of body moves and techniques introduced to improve the individual’s level of cardiovascular fitness. Prerequisite: P E 169.

Advanced Volleyball Applications (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of volleyball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of baseball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Learn how to apply the advanced techniques of softball in game-like situations. Prerequisite: P E 165 or permission of instructor. First class meets in gym.

Physical Education Majors will observe K-6 physical education teachers. Exercise Science Majors will observe a commercial fitness center. Both majors will attend seminars to discuss their findings. Prerequisite: EDUC 201 or concurrent enrollment and instructor’s permission.

Physical Education Majors will observe middle school physical education teachers. Exercise Science Majors will observe a medical setting. Both majors will attend seminars to discuss their findings. Prerequisite: EDUC 201 or concurrent enrollment and instructor’s permission.

Physical Education Majors will observe Physical Education teachers in the high school setting. Exercise Science majors will observe a community recreation program. Both majors will attend seminars to discuss their findings. Prerequisite: P E 272 or instructor’s permission.

Physical Education Majors will observe Physical Education teachers in the high school setting. Exercise Science majors will observe a community recreation program. Both majors will attend seminars to discuss their findings. Prerequisite: P E 272 or instructor’s permission.

Physical Education Majors will observe Physical Education teachers in the high school setting. Exercise Science majors will observe a community recreation program. Both majors will attend seminars to discuss their findings. Prerequisite: P E 272 or instructor’s permission.

Advanced Aerobic Fitness/Walking (1) (HF)
Advanced aerobic conditioning class for the well-conditioned athlete. Prerequisite: P E 151.

Advanced Softball Fundamentals (1)
Continuation of the physical and mental skills needed for playing fastpitch softball. Emphasis will be on a variety of strategies utilized in the game of softball.

Advanced Step Aerobics (1) (HF)
Combines simple, low impact step movements with music to improve cardiovascular endurance, flexibility, and body composition. Prerequisite: P E 163.

Advanced Softball Theory (3)
An advanced analysis of the mental approach to the game of softball. An emphasis will be placed on the theories and strategies of fastpitch. Prerequisite: P E 164.

Advanced Baseball Fundamentals (1)
On the field practice in development of the advanced fundamentals of baseball. Emphasis on advanced skills, strategies, and techniques. Prerequisite: P E 166 or instructor’s permission.

Advanced Basketball Fundamentals (1)
More advanced skills practiced. Prerequisite: P E 167 or instructor permission. Prerequisite: P E 167 or instructor’s permission.

Advanced Cardio Kickboxing (1) (HF)
Designed to offer high-intensity aerobic conditioning with the addition of hand weights. Each week more involved forms of body moves and techniques introduced to improve the individual’s level of cardiovascular fitness. Prerequisite: P E 169.

Advanced Volleyball Applications (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of volleyball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of baseball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Learn how to apply the advanced techniques of softball in game-like situations. Prerequisite: P E 165 or permission of instructor. First class meets in gym.

Baseball Applications II (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of baseball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Learn how to apply the advanced techniques of softball in game-like situations. Prerequisite: P E 165 or permission of instructor. First class meets in gym.

Baseball Applications II (3)
Provides experiences in advanced strategies, advanced fundamental skills and advanced team concepts of baseball. Prerequisite: P E 130 or instructor’s permission.

Baseball Applications II (3)
Learn how to apply the advanced techniques of softball in game-like situations. Prerequisite: P E 165 or permission of instructor. First class meets in gym.

Advanced Aerobic Fitness/Walking (1) (HF)
Advanced aerobic conditioning class for the well-conditioned athlete. Prerequisite: P E 151.

Advanced Softball Fundamentals (1)
Continuation of the physical and mental skills needed for playing fastpitch softball. Emphasis will be on a variety of strategies utilized in the game of softball.

Advanced Step Aerobics (1) (HF)
Combines simple, low impact step movements with music to improve cardiovascular endurance, flexibility, and body composition. Prerequisite: P E 163.

Advanced Softball Theory (3)
An advanced analysis of the mental approach to the game of softball. An emphasis will be placed on the theories and strategies of fastpitch. Prerequisite: P E 164.

Advanced Baseball Fundamentals (1)
On the field practice in development of the advanced fundamentals of baseball. Emphasis on advanced skills, strategies, and techniques. Prerequisite: P E 166 or instructor’s permission.

Advanced Basketball Fundamentals (1)
More advanced skills practiced. Prerequisite: P E 167 or instructor permission. Prerequisite: P E 167 or instructor’s permission.
POLS & 204 (formerly POLS 201)
Comparative Governments (5) (SS) (D)
Examine political theory and application within a comparative framework: ideology, nature of participation, as well as a variety of governmental structures, and functions. Contemporary situations will provide the cases for example and analysis.

POLS 220
International Terrorism (5)
Introduction to terrorism in contemporary society, focusing on underlying political, social, economic, cultural, and religious causes, its use as a political tool and measures to counter and prevent its use.

POLS 280
History of American Foreign Relations (5) (SS)
Survey of American foreign relations from the 17th to 21st centuries, focusing on such issues as national security, economic needs, capitalism, and democracy and imperialism.

PSYCHOLOGY
PSYC & 100 (formerly PSYC 101)
General Psychology (5) (SS)
The scientific study of behavior mental processes: research methods, the biology of behavior, lifespan development, sensation and perception, learning, memory, intelligence, personality, psychological disorders, and social psychology.

PSYC & 180 (formerly PSYC 205)
Human Sexuality (5)
Overview of four dimensions of sexuality: biological, psychological, ethical, cultural, and their interrelationship. Sexual myths, psychosexual disorders, sexual diseases, self-concept and self-esteem in relation to sexuality are examined.

PSYC & 200 (formerly PSYC 240)
Lifespan Psychology (5) (SS)
Human development from conception to death. Basic concepts and principles of biological, cognitive, and psychological development are integrated for each stage. Developmental crisis and tasks during each stage are emphasized. Prerequisite: PSYC & 100 or instructor's permission.

PSYC 210
Personality Theories (5) (SS)
Personality theories are discussed and evaluated based on usefulness in answering everyday problems and ability to generate new research. Major perspectives include psychoanalytical, behavioral, dispositional, phenomenological, and cognitive. Feasibility of personality change is explored. Prerequisite: PSYC & 100 or instructor's permission.

PSYC 220 (formerly PSYC 211)
Abnormal Psychology (5) (SS)
An introduction to the study of abnormal behavior, including behavioral problems, personality disorders and maladjustment and the study of causes, diagnosis and treatment. Prerequisite: PSYC & 100 or instructor's permission.

PSYC 250
Social Psychology (5) (SS)
The scientific study of how a person's thoughts, emotions and behaviors are influenced by other people. Includes an exploration of: propaganda, persuasion, social cognition, human aggression, prejudice, love, and interpersonal sensitivity. Prerequisite: PSYC & 100 or instructor's permission.

READING
READ 096
Independent Study (1-5)
Individualized instruction for the student whose needs are not currently being met by the available course offerings. Specialized curriculum and instruction are developed to meet each student's needs. Instructor's permission only.

READ 097
Specific Reading Skill Development (1-3)
Specific Reading Skill Development provides students with opportunities to improve their reading in specifically identified areas of need. Comprehension building, word attack skills, and content area reading are some of the specific areas that can be studied.

READ 099
Improvement of Reading (1-5)
Students strengthen their reading comprehension and vocabulary skills while learning how to read and study college textbooks, write summaries of what is read, learn how and when to underline in textbooks, and learn how to take textbook notes and find major details. Completion of this course satisfies the basic skill deficiency requirements in reading.

READ 100
Technical Reading (3)
Reading 100 is a Critical Reading and Thinking class designed to teach discipline-specific reading strategies useful to students in both vocational and academic areas. It will also teach awareness of academic thought processes and present skills to enhance that thinking process.

READ 110
Speed Reading (3)
Students develop techniques for reading more quickly while maintaining or increasing comprehension. Eye exercises are emphasized and computers are utilized. Prerequisite: college level reading skills.

REAL ESTATE
RES 100
Real Estate Fundamentals (6)
A pre-licensure course you must complete before taking the real estate salesperson exam in Washington State. The course topics include: real estate interest, ownership, property transfer, finance, valuation, government influences, and the law.

RES 120
Residential Real Estate Finance (3) (PT)
Procedures and problems of servicing real estate loans; study of institutions engaged in financing real property transactions; analysis of practices and risks involved in financing and investing.

RES 130
Real Estate Law (3) (PT)
Principles of law governing the interest in real estate including acquisition, encumbrance, transfer rights, and obligations of parties, and Washington State regulation. Course is a 30 hour online course and counts as continuing educations credit.

SCIENCE
SCIE 103
Survey of Earth Sciences (4) (S)
Students will explore topics in earth sciences: geology, oceanography, meteorology, astronomy. Earthquakes, volcanoes, glaciers, streams and floods, landslides, tides, coastal features, weather and climate, planets and stars. Integrated information about the relationship between humans and the physical environment. Designed for students with little or no college-science background.

SCIE 103L
Survey of Earth Sciences Lab (1) (S)
Explore topics in earth sciences through laboratory exercises. Requires prior or concurrent enrollment in SCIE 103 or instructor's permission.

SCIE 104
Introduction to Physical Science w/lab (5) (S)
Study the basic concepts of physical science, will learn to apply the scientific method to problem solving and popular science, and will apply the scientific method to a project.

SCIE 115
Weather and Climate (5) (S)
Study of Earth's atmosphere, atmospheric processes, weather, climate, and climate history. Experience will be provided in weather map interpretation, use of instruments, forecasting, interpretation of past climate conditions, and hands-on dendrochronology. Prerequisite: MATH 098 or equivalent.
SOCIOLOGY

SOC& 101 (formerly SOCI 101)
Introduction to Sociology (5) (SS)
Study of society and human interaction. Topics include social ranking, change, deviance, social control, the creation of thought and personality, groups, institutions, political and economic power, social movements and how to gather valid sociological information.

SOC 125 (formerly SOCI 125)
Sociology of the Family (5) (SS)
Introduction to the study of the family as a social institution. An overview of social theories and methodological underpinnings will be included.

SOC 190 (formerly SOCI 190)
Cooperative Work Experience (1-12)
See description under COOP 190 for additional information.

SOC& 201 (formerly SOCI 145)
Social Problems (5) (SS)
Investigate problems within society and how we view certain social conditions as social problems. Topics include technology, environment, population, economy, class, race/ethnic relations, sexism, family problems, education, cities, deviance, crime, mental health, physical health.

SOC 225 (formerly SOCI 225)
Cultural & Ethnic Pluralism in Contemporary Society (5) (D) (SS)
Examine ethnicity, ethnic identity, and cultural characteristics of ethnic and social groups in North America the world. Understand the relationship between social organization and forms of social, economic, and political domination and subordination.

SPANISH

SPAN& 121, 122, 123 (formerly SPAN 101, 102, and 103)
Spanish I–III (5) (H)
Learn the fundamental skills of listening comprehension, speaking, reading and writing. Develop an awareness of Spanish speaking countries and their cultures. Compact discs are used outside of class to promote oral proficiency.

SPAN& 221, 222, 223 (formerly SPAN 201, 202, 203)
Spanish IV–VI (5) (H)
Discuss Hispanic cultures in Spanish, develop oral and written skills, review and expand essential points of grammar, and build vocabulary. Prerequisite: SPAN& 123 or instructor’s permission.

SPEECH

SPEE 101
Fundamentals of Public Speaking (3) (H)
Focus on development, preparation, and delivery skills for beginning public speakers. Attention given to anxiety reduction techniques in addition to the preparation and use of visual aids in informative and persuasive speeches.

SPEE 110
Speech Communication (5) (H)
Introduction to principles of human communication emphasizing interpersonal/cultural relationships, group process, and problem-solving skills; designing, preparing, and delivering effective informative and persuasive speeches; reducing anxiety; and preparing and using visual aids.

SPEE 220
Theory and Practice of Public Speaking (5) (H)
Development, preparation, and delivery skills needed for a variety of public speaking events plus visual aids utilization. Ethics of public speaking are examined and applied. Study of classic speeches provides historical framework.

SPEE 250
Intercultural Communications (5) (D) (H)
Students will explore the dynamics of intercultural communication; how variables such as perceptions, language, usage, nonverbal style, gender, class, and values influence face-to-face communication among individuals of different cultures; and strengthen communication skills.

STUDENT DEVELOPMENT

SDEV 099
Study Skills (1-5)
Students learn essential skills needed for effective study. Course includes learning style assessment, time management, study reading, memory techniques, test-taking strategies, and research techniques.

SDEV 100
Start Smart (1)
A seminar for new students exploring the topic of change and readiness for college. Small group activities and reading, writing and critical thinking exercises. Introduction to technological skills needed for college success through setting up an e-mail account, joining the student activities listserve, and using the college’s web page to access resources such as the career center, on-line writing center, and the library.

WELDING

WELD 126
Industrial Drafting (2) (PT)
Basic concepts in developing working drawings for use in industry. Emphasis on the use of freehand sketching and drawing instruments to produce drawings of threedimensional objects. Also included is basic dimensioning and pictorial drawing.

WELD 151
Welding Theory for Mechanics (3) (PT)
Introduction to principles of gas and arc welding and cutting processes. Includes information in welding equipment and material, various welding techniques and proper safety procedures. Corequisite: Concurrent enrollment in WELD 152 or instructor’s permission.
WELD 152 Welding Procedures for Mechanics (5) (PT)
Practical application of welding and cutting techniques using oxyacetylene and electric arc welding equipment. Metal preparation, layout, and weldment testings included. Concurrent enrollment in WELD 151 required.

WELD 159 Oxyfuel and GTAW Theory (4) (PT)
Theory of oxyacetylene welding, brazing, cutting and gas tungsten arc welding. Topics: safety practices, equipment operation, handling and use of compressed gases, identification of filler rods, base metals, types of weld joints, and procedures. Concurrent enrollment in WELD 160 or instructor's permission.

WELD 160 Oxyfuel and GTAW Lab (9) (PT)
Consists of oxyacetylene welding, brazing, cutting and gas tungsten arc welding lab exercises. Expand on theories taught in WELD 159. Welding demonstrations and practice are on butt, lap, tee, and corner joints in all positions. Prerequisite: WELD 159.

WELD 161 Shielded Metal-Arc Welding (SMAW) Theory (4) (PT)
Theory related to shielded metal arc welding safety, joint design, electrode selection, welding machine setup and welding operations in all positions. Correct procedures for air-arc cutting and weld testing will also be covered.

WELD 162 Arc Welding Lab (9) (PT)
Shielded metal arc welding safety, machine setup and welding procedures. Shielded metal-arc welding practices include welding butt, lap, tee and corner joints in all positions. Weld testing and air carbon arc cutting included. Prerequisite: WELD 161.

WELD 164 M.I.G. Welding Theory (4) (PT)
Theory related to gas metal-arc welding (GMAW) and flux cored arc welding (FCAW); process and shop safety; machine setup, operation and troubleshooting; welding procedures and techniques; filler electrode selection and AWS weld testing.

WELD 165 Gas Shielded Arc Welding Lab (6) (PT)
Welding lab consists of GMAW and FCAW gas shielded arc welding instruction, practices and procedures on butt, lap, tee, and corner joints in all positions on steel. Also includes GMAW with aluminum.

WELD 167 Metallurgy for Welders (4) (PT)
Study of metals relevant to welding technology, extraction of metals from ores, refining metals, the manufacture of metal products, mechanical, physical and chemical properties of metals and the hardening, tempering and heat treating of metals.

WELD 180 Oxyacetylene and Gas Tungsten Arc Welding (5) (PT)
Safety, setup, brazing, cutting, and welding in all positions using oxyacetylene and gas tungsten arc welding equipment.

WELD 181 Shielded Metal Arc Welding (SMAW) (5) (PT)
Safety, setup, air carbon arc cutting, and welding in all positions using AC-DC arc welding equipment.

WELD 182 Gas Metal Arc Welding (5) (PT)
Safety, setup, and welding in all positions using gas metal arc welding equipment.

WELD 190 Cooperative Work Experience (1-12) (PT)
See description under COOP 190 for additional information.

WELD 265 Advanced Arc Welding Theory (4) (PT)
Outlines practices and procedures to follow to prepare for Washington Association of Building Officials (WABO) certification test on plate and pipe. Included are layout procedures, cutting, fitting, inspection, physical testing, and troubleshooting of welding problems. Corequisite: WELD 266. Prerequisite: WELD 161.

WELD 266 Advanced Arc Welding Lab (9) (PT)
Practical exercises enable students to prepare for the Washington Association of Building Officials (WABO) tests. Includes shielded metal arc welding of test plates and pipe in all positions. Concurrent enrollment in WELD 265, or instructor's permission. Prerequisite: WELD 160 and 161.

WELD 267 Advanced Gas Shielded Arc Welding Theory (4) (PT)
Procedures to prepare for the Washington Association of Building Officials tests in Gas Metal Arc, Flux Cored Arc, and Gas Tungsten Arc Welding. Equipment setup, base and filler metal selection, pipe layout and fitting procedures. Prerequisites: WELD 164 and 165 or instructor's permission.

WELD 268 Gas Shielded Arc Welding (9) (PT)
Exercises enable students to prepare for the Washington Association of Building Officials tests. Includes Gas Metal Arc, Flux Cored Arc and Gas Tungsten Arc Welding on test plates and pipe in all positions; Oxyfuel introduced. Concurrent enrollment in WELD 267. Prerequisite: WELD 164 or instructor's permission.

WELD 269 Advanced Fabrication and Welding Procedure Lab (6) (PT)
Fabrication and fitting tools, setup and procedures. Correct steps to follow when designing, cost estimating, and planning a large scale welding project. Blueprint interpretation and the completion of scale drawings will also be required. Prerequisite: WELD 267 or instructor's permission.

WELD 270 Advanced Fabrication and Welding Procedure Lab (6) (PT)
Fabrication and fitting tools, setup, and procedures. Butt and tee joint will be required in the flat position using various welding processes. Students will have the opportunity to work on individual projects. Corequisite: WELD 269. Prerequisite: WELD 268 or instructor's permission.

WELD 271 Blueprint Reading for Welders (4) (PT)
Fundamentals of drawing interpretation in the welding trade. Included are blueprint reading, welding symbols, fabrication techniques, identification of welds, and welding abbreviations.

WELD 285 Arc Welding Certification (5) (PT)
Practical exercises enable students to prepare for the Washington Association of Building Officials (WABO) certification tests in gas metal arc welding (GMAW), flux cored arc welding (FCAW), and shielded metal arc welding (SMAW). Prerequisite: Prior welding experience.

WELD 287 Welding Fabrication (5) (PT)
Fabrication and fitting tools, setup and procedures. Students have the opportunity to work on individual projects and/or cooperative work experience. Prerequisite: Prior welding experience required.

ZOOL 221 Basic Anatomy and Physiology (3)
Survey of basic human structure and function including tissues, organ systems, growth and development, and genetics. Does not meet the requirements for most nursing and health sciences programs, but is good preparation for ZOOL 251, 252, and 253. BIOL& 100 or BIOL& 170 recommended.
ZOOL 251  
**Anatomy & Physiology I w/lab (5) (S)**  
Investigate interactions between structure (anatomy) and function (physiology) essential for human health. Investigate organization of the cell; cellular metabolism and reproduction; tissues; the integument; the skeleton and articulations; the musculature; movement; and the nervous system.

ZOOL 252  
**Anatomy & Physiology II w/lab (5) (S)**  
Discussion of neuroendocrine mechanisms and hormonal action; special senses; circulation and cardiovascular dynamics; immunity; respiration; digestion; metabolism and nutrition; excretion; fluid, electrolyte, and acid-base balance; reproduction. Prerequisite: ZOOL 251 or instructor’s permission.

ZOOL 253  
**Anatomy & Physiology III w/lab (5) (S)**  
Discussion of human genetics, embryology, physical growth and motor development, aging, diseases and disorders, and biological rhythms. Prerequisites: ZOOL 251, 252, or instructor’s permission.
I came to Centralia College partly because it was less expensive than four-year schools. Tuition cost was a lot lower so I could save for my future education and I really wasn’t quite ready to move away. I think I still needed the support system my family has provided for all these years.

– Hannah Ash
Directory

District Twelve Board of Trustees

Dr. Joe Dolezal, Centralia
Margaret Sundstrom, Randle
Judy Guenther, Chehalis
Joanne Schwartz, Centralia

Centralia College

PRESIDENT’S OFFICE
President...................................................................................................................................................... Dr. James M. Walton
Executive Assistant to the President ............................................................................................................... Darlene Bartlett
Vice President of Human Resources and Legal Affairs .................................................................................. Christopher Bailey
Executive Assistant to the Vice President ........................................................................................................ Candi Fetch
Director, College Relations .............................................................................................................................. Don Frey

INSTRUCTION
Vice President, Instruction .............................................................................................................................. John Martens
Executive Assistant to the Vice President ......................................................................................................... Cheryl Williams
Associate Dean, Centralia College East .............................................................................................................. Kelli Bloomstrom
Interim Dean, Child and Family Studies ........................................................................................................... Cristi Heitschmidt
Dean of Instruction, Workforce Education ........................................................................................................ Durelle Sullivan
Dean, Basic Skills ............................................................................................................................................ Dr. Brigitte Kidd
Dean, Library Services and eLearning ................................................................................................................ Sue Gallaway
Director, CoE for Energy Technology .............................................................................................................. Barbara Hins-Turner
Director, WorkFirst and Worker Retraining Programs .................................................................................... Bev Gestrine
Director, Workforce and Continuing Education .............................................................................................. Connie Smejkal
Faculty Director, Nursing .................................................................................................................................. Nola Ormrod
Faculty Director, Teacher Educational Consortium (Saint Martins) ................................................................. David White
Interim Dean of Instruction, Academic Transfer Programs .................................................................................. T.R. Gratz

GARRETT HEYNS EDUCATION CENTER
Faculty Director ..................................................................................................................................................... Chuck Kelso

STUDENT SERVICES
Vice President, Student Services ....................................................................................................................... Dr. Michael J. Grubiak
Director, Athletics ............................................................................................................................................ Bob Peters
Director, TRIO Programs .................................................................................................................................. Lucretia Folks
Director, Financial Aid/Student Job Center ....................................................................................................... Tracy Dahl
Director, International Student Programs/IE ........................................................................................................ Laju Nankani
Interim Director, Disability Services .................................................................................................................. Mike Hoel
Director, Student Life and Involvement Center ................................................................................................. Shelley Bannish
Director, Counseling and Advising .................................................................................................................. Sheryl Mercer

ADMINISTRATIVE SERVICES
Vice President, Finance and Administration/Executive Director, Foundation ....................................................... Steve Ward
Director, Fiscal Services ..................................................................................................................................... Marla Miller
Administrative Assistant to the Vice President ................................................................................................... Sean Mayfield
Director, Central Services and Purchasing ......................................................................................................... Bonnie Myer
Director, Donor and Alumni Relations ................................................................................................................ Julie Johnson
Director, Institutional Budgets ........................................................................................................................... Vicki Oakerman
Director, Institutional Research and External Funding ...................................................................................... Dr. Mary Ann Medlin
Director, Maintenance and Construction Projects ............................................................................................. Gil Elder
Director, Technology and Computer Services .................................................................................................... Patrick Allison
This directory of Centralia College faculty and staff includes the year the individual began at Centralia College followed by the subject area of instruction (for faculty), college or university where a degree was earned and the field of study for the highest graduate degree earned.

Robert Abarca (1993), Professor, Developmental Math. B.S., California State University-Bakersfield; M.Ed., City University, Education.


Ann Alves (2007), Associate Professor, Civil Engineering Technology. A.A., Centralia College.

Judith Aguilar (1994), Assistant Professor, Adult Basic Education/English as a Second Language. B.A., Universidad Nacional de la Plata.

Chris Bailey (2005), Vice President of Human Resources and Legal Affairs. Business Law. B.A., Western Washington University; J.D., University of Washington School of Law.

Shelley Bannish (1987), Director of Student Programs. B.A., Central Washington University.


Kathy Brooks (1993), Instructional Designer. A.A., Highline Community College; B.A., University of Washington; M.Ed., Western Washington University, Technology.

Mark Brosz (1994), Associate Professor, Basic Math. A.S., Centralia College; B.A., University of Washington.

Vann Cantin (1984), Assistant Professor, Computer Science. B.A., The Evergreen State College.

Eudora Carlson (1989), Associate Professor, Business Education. B.A., Western Washington University, Business Education.

Lisa Carlson (1999), Associate Professor, General Biology/Botany. M.A., University of Virginia; Ph.D., University of Washington, Ecosystems Analysis.


Brianna Cacchione (2008), International Student Programs Specialist. B.A., University of Wisconsin-Madison.

Georganne Copeland (1989), Professor Business Education. A.T.A., Centralia College; B.A., Western Washington University; M.Ed., University of Puget Sound, Education.

Rulon Crawford (2007), Assistant Professor, Energy Technology. B.S., Eastern Oregon University; M.B.A.; Marylhurst University.


James Daniels (2001), Assistant Professor, Computer Science. A.S. Centralia College.

April Doolittle (1983), Associate Dean, Centralia College East. B.A., University of Washington; M.Ed., University of Portland.

Mike Driscoll (1984), Professor, Welding. A.S., Lane Community College; B.S., Oregon State University; M.S., Oregon State University, Education.


Gil Elder (1973), Director of Maintenance and Construction Projects. A.A.S., Centralia College.

John Fasler (2001), Associate Professor, Accounting. B.S., B.A., M.Admin, University of California at Riverside; B.S., M.A.C., University of Arizona, Accounting.

Jacob Fay (2008), Assistant Professor, Diesel Technology. A.T.A., Centralia College; B.S., Montana State University.

Wade Fisher (1991), Professor, Media Studies. A.S., Ft. Steilacoom; B.A., University of Washington; M.B.A., City University, Marketing.


Don Foran (1985), Professor, English, Ethics. B.A., M.A., Gonzaga University; M.A., Jesuit School of Theology at Berkeley; Ph.D., University of Southern California, English.

Linda Foss (1993), Associate Professor, English. B.A., University of Washington; M.F.A., Antioch University, Writing.

Don Frey (1991), Director of College Relations. B.A., University of Washington; M.Ed., City University.

Elizabeth Frey (2005), Associate Professor, Art. B.A., The Evergreen State College; M.F.A., University of Washington.


Beverley Gestrine (1975), Director, Workfirst and Worker Retraining. A.A., Linn-Benton Community College; B.S., M.Ed., Oregon State University, Counseling and Guidance.

Greg Gilbertson (1999), Associate Professor, Criminal Justice. B.A., University of Washington, History; M.S. Columbus State University, Justice Administration.

Peggy Goldberg (1997), Assistant Professor/Counselor, Director of Running Start. B.A., The Evergreen State College; M.A., Leadership Institute of Seattle/City University, Applied Behavioral Science/ Counseling.


Karen Greffe (2003), Assistant Professor, Nursing. B.S.N., M.N., University of Washington.

Michael Grubiak (1998), Vice President, Student Services. B.S., Manhatten College; M.A., University of Puget Sound; Ed.D., University of Washington.


*Lesly Guerrero (1992), Adult Basic Education. B.A., Brigham Young University.


Barret Havens (2007), Assistant Professor, Librarian. B.A. and M.L.I.S., University of Texas at Austin.


Charles Hill (2003), Associate Professor, Nursing. B.S.N., St. Louis University; M.Ed., University of Washington

Barbara Hins-Turner (2005), Director, Center of Excellence for Energy Technology. B.S., Marylhurst University; MBA, Marylhurst University.

Michael Hoel (2006), Interim Director, Disability Services Specialist. B.S., Washington State University.

Suzanne Hostetter (2000), Chemical Hygiene Officer/Lab Manager. B.A., University of California, Santa Barbara.

Donna Huffman (1990), Professor. M.B.M., Brigham Young University; M.M., D.M.A., University of Illinois, Music.


Carrie Johnson (1989), Physical Education. PEP Program Coordinator. A.A., Highline Community College; B.A., Western Washington University.


Randy Johnson (1987), Associate Professor. English. B.A., Columbia University; M.A., Central Washington University, English Language Learning.

Sheri Keaney (2004), Assistant Professor of Nursing. B.A., Seattle Pacific University; M.A., Pacific Lutheran University.


Brigitte Kidd (2004), Dean of Instruction. Basic Skills. M.A. Webster University and Saint Martin’s University; Ed.D, NOVA Southeastern University, FL.

Karen Knutsen (2003), Associate Professor. Chemistry. B.A., Linfield College; Ph.D., University of Colorado.

Randy Kostick (1997), Associate Professor. Developmental Math. B.S., University of Puget Sound; M.A.T., Central Washington University, Mathematics.


Cindy Lawrence (2006), Web Site Manager. B.A., University of Texas.

James Lowery (2008), Assistant Director WIRED Energy Technology. A.T.A., Olympic College.

Jacob Lund (2008), Assistant Professor Civil Engineering Technology-Engineering. B.S., Washington State University.


Atara MacNamara (2008), Assistant Professor, Psychology. B.A., Eastern Washington University; M.S. and Ph.D., University of Utah.

John Martens (1988), Vice President of Instruction. B.S., Metro State College; M.S., Colorado School of Mines, Physics.

Penny Martindale (1984), Associate Professor. Art. Certificate in Graphic Art, Kendall College of Art; B.S., Grand Valley State University; M.A., Antioch University, Studio Arts.


Julie McInnis (2007), Parent Support Services Program Coordinator/Manager. M.A.C., Saint Martin’s University.

Mary Ann Medlin (1998), Director of Institutional Research and External Funding. B.A., Cornell University; M.A., Ph.D., University of North Carolina at Chapel Hill, Anthropology.

Sheryl Mercer (1997), Associate Professor, Counselor. B.A., University of California, Los Angeles; M.A., University of California, Los Angeles, Education and Work.


Paul Mitchell (1984), Professor, Counselor. A.B., University of California, Berkeley; M.S., California State University, San Bernardino, Counseling Psychology.

Sharon Mitchler (1998), Associate Professor, English. B.A., Iowa State University; M.A., Fayetteville State University, English; M.A., California State, Dominguez Hills, Humanities.


Jason Moir (2005), Student Success Specialist, Head Coach, Men’s Basketball Team. A.A., Centralia College; B.A., The Evergreen State College.

Ruby Nagelkerke (1996), Professor, Chemistry. B.S., Simon Fraser University, B.C.; Ph.D., Queen’s University, Ontario, Organic Chemistry.

Laju Nankani (2006), Director of International Student Programs. B.A., University of North Dakota; M.S., Canisius College.

Sandra Neal (2004), Assistant Professor, Psychology. B.A. and M.A., Eastern Washington University; M.Div., Eden Theological Seminary; Ph.D., University of Akron.

Stephen Norton (2006), Assistant Professor, Biology. B.A. Harvard University; M.A., University of California, Santa Barbara; Ph.D., University of California, Santa Barbara.

Nola Ormrod (1991), Director of Nursing, Associate Professor, Nursing. B.A., Reed College; A.D.N., Portland Community College; B.S.N., M.S.N., University of California, San Francisco, Oncology Nursing.

Vicki Oakerman (1998), Director of Budgets.

Bob Peters (1986), Director of Sports Programs. Physical Education. A.A., Centralia College; B.A., Western Washington University; M.Ed., City University, Curriculum and Instruction.

Gloria Perkins (1982), Assistant Professor, High School Completion. A.A., Centralia College; B.A., The Evergreen State College; S. Ed. Certificate, University of Puget Sound, Education.

Johnny Peterson (1999), Associate Professor, History. B.A., History, M.A., North Texas State University, European History; Ph.D., Washington State University, U.S. History.


Gloria Price (1991), Assistant Professor, Early Childhood Education/Education. Elementary Education, Child Development and Family Relations. B.S., Brigham Young University, Curriculum Design and Implementation, M.Ed., Lesley University.


Patrick Pringle (2005), Associate Professor, Earth Sciences. B.S., M.S., University Akron.

Elena Ross (2002), PEP Program Coordinator.


Constance Robertson (2004), Educational and Job Placement Specialist. B.S., Iowa State University.

Donna Ruby (2004), Parent Support Services Program Coordinator/Manager. A.A., Centralia College; B.A., Washington State University; M.Ed., Lesley University.

Lynn Schinnell (2007), Program Coordinator, Centralia College East.

Fred Schwindt (1976), Assistant Professor, Counselor. B.A., University of Washington; M.A., Antioch University, Psychology.

Deborah Shriver (2003), Assistant Professor High School Completion. A.A.S., Phoenix College; B.S., University of Phoenix; M.S., Capella University and Florida State University.

Gene Shriver (1998), Associate Professor, Developmental Reading/Writing. B.S., U.S. Coast Guard Academy; B.S., M.Ed., Oregon State University, Reading.

Connie Smejkal (2006), Director of Workforce and Continuing Education. B.S., National American University.


Margaret Snyder (1991), Assistant Professor, Librarian. B.A., M.L.S., Florida State University; M.A., Idaho State University, English-Librarianship.


Tammy Strodemier (1992) Bookstore Manager. B.S., City University.


Linda Jo Sullivan (2007), Assistant Professor, Nursing. A.A. Northern Idaho College; B.A., The Evergreen State College; M.S., University of Washington.

Elisa Sunflower (2000), Student Success Specialist. A.A., Butte Community College; B.S., M.S., California State University at Chico.


Daniel Taylor (2005), Associate Professor, Mathematics. B.A, The Evergreen State College; M.S., Lehigh University.

Michael Threatleton (2004), Associate Professor, Physics/Math. B.S., University of Leeds, England; M.S., University of Sheffield, England.

Kerry Trethewey (2008), Assistant Professor, Adult Basic Education. B.S. and M.Ed., Walla Walla College.

Brian Tyrrell (1991), Professor, Theater/ Speech. B.A., Washington State University; M.F.A., Purdue University, Performance.


Carmen Van Tuyl (1997), Assistant Professor, Counselor. B.S., Washington State University, M.Ed, Saint Martin's University, Education, Counseling.


*Jim Vosper (1977), History. B.A., Saint Martin's University; M.A., Ph.D., University of Nebraska, Lincoln.

James Walton (2002), College President. B.S., M.S., University of Michigan; Ph.D., University of Washington.


Suzanne Weil (2004), Associate Professor, English. B.A., Swarthmore College; Ph.D., University of California, Berkeley.


Linda Wilcox (2006), Parent Education Manager. B.A., Pacific Lutheran University; M.A., Western Seminary.


Lisa Wilson (2008), Upward Bound Specialist. B.S., University of Washington; M.Ed., City University.

Lance Wrzesinski (1991), Assistant Professor, Business Education. A.T.A., South Puget Sound Community College; B.S., Rocky Mountain College; M.B.A., Saint Martin's University.

Laura Yocom (1979), Professor, Spanish. B.A., Portland State University; M.Ed., City University, Education.

*Regular adjunct faculty.
### Index

**A**
- Academic Honors ........................................... 22
- Academic Standards ........................................... 17
- Accounting ..................................................... 38
- Accounting Clerk ........................................... 39
- Accreditation ................................................ 2
- Acting (See Dramatic Arts)
- Administrative Officers .................................... 106
- Admission/Enrollment ...................................... 6
- Adult Basic Education ...................................... 33
- Advanced Placement Testing ............................... 9
- Advising/Educational Planning ............................. 9
- All-Washington Academic Team .......................... 22
- Anthropology .................................................. 40
- Appeals ......................................................... 17
- Application for Credit Evaluation ........................ 7
- Apprenticeship Programs ................................... 26
- ASSET Placement Testing .................................. 9
- Associate Degrees Requirements ........................ 31
- Associate in Applied Science-Transfer ................... 20
- Associate in Arts Degree ................................... 18
- Associate in Fine Arts ..................................... 20
- Associate in General Studies ................................ 32
- Associate in Liberal Arts .................................... 18, 32
- Associate in Science ....................................... 19, 31
- Associate in Technical Arts .................................. 32
- Astronomy (See Earth Science)
- Auditing a Course ............................................ 15

**B**
- Bioengineering ................................................ 56
- Biology .......................................................... 40
- Animal Biology ............................................... 40
- Botany (Plant Biology) ....................................... 40
- Pre-Chiropractic ............................................. 68
- Pre-Dental Hygiene .......................................... 68
- Pre-Dentistry/Pre-Medicine .................................. 69
- Pre-Medicine .................................................. 69
- Pre-Pharmacy .................................................. 68
- Pre-Physical Therapy ....................................... 68
- Pre-Veterinary ................................................ 69
- Board of Trustees ........................................... 106
- Bookstore ....................................................... 21
- Business Administration .................................... 41
- Business Office Technology ............................... 42
- Legal Office Assistant ...................................... 42
- Medical Office Assistant ................................... 42
- Office Assistant ............................................. 42
- Certificate of Proficiency .................................. 43
- Legal Office Assistant ...................................... 43
- Medical Billing Clerk ....................................... 43
- Medical Office Assistant ................................... 44
- Office Assistant ............................................. 44

**C**
- Cafeteria ....................................................... 21
- Calendar ......................................................... 4, 112
- Campus Map ................................................. 113
- Centralia College East (Morton) ......................... 27
- Centralia College Goals .................................... 1
- Certificates of Completion .................................. 33
- Certificates of Proficiency .................................. 33
- Change of Address .......................................... 16
- Change of Grade ............................................ 14
- Change of Name ............................................. 16
- Chemical Engineering ....................................... 56
- Child Care ....................................................... 21
- Child and Family Studies ................................... 46
- Civil Engineering Technology .............................. 46
- CLEP (Nontraditional credits) ............................. 7
- Clubs and Organizations .................................... 24
- College Costs .................................................. 10–12
- Commitment to Quality ..................................... 3
- COMPASS Testing (Placement) ........................... 9
- Computer-Aided Drafting (CAD) ......................... 48
- Computer Science Technology ............................ 47
- Confidentiality of Student Records ...................... 15
- Continuing Education ....................................... 26
- Cooperative Education ....................................... 27
- Core Requirements .......................................... 34
- Criminal Justice ............................................. 48, 49
- Adult and Juvenile Corrections ............................ 48
- Corrections ..................................................... 49
- Criminal & Forensic Investigation ....................... 48
- Law Enforcement ............................................ 48, 49
- Forensic Investigation ....................................... 48, 49
- Correspondence Courses ................................... 25
- Counseling/Career Center .................................. 21
- Course Descriptions ......................................... 74–104
- Credit Load, Full-/Part-time .................................. 9
- Credit by Examination ....................................... 7

**D**
- Degrees and Certificates .................................. 30–36
- Dental Hygiene (Pre) ......................................... 68
- Determining Financial Need ................................ 12
- Diesel Technology .......................................... 50
- Direction Map .................................................. 114
- Distance Learning ............................................. 25, 26
- Distribution Requirements .................................. 33–36
- Diversity ......................................................... 3, 23
- Dramatic Arts .................................................. 50
- Acting ............................................................ 50
- Theatre Technology .......................................... 50
- Directing ......................................................... 50

**E**
- Early Childhood Education .................................. 52
- Early Childhood Education (AA) ......................... 52
- Education Paraprofessional (AAS-T) ..................... 52
- Early Childhood Education (AAS-T) ..................... 52
- Early Childhood Education (Certificate) ................. 53
- Earth Sciences .................................................. 54
- Astronomy ....................................................... 54
- Geology .......................................................... 54
- Geography ...................................................... 54
- Meteorology .................................................... 54
- Oceanography .................................................. 54
- Education (AA) ............................................... 57
- Educational Talent Search ................................... 25
- eLearning ....................................................... 25
- Electronics, Robotics, & Automation ..................... 54
- Electronics Assembler ....................................... 55
- Emergency Loans ............................................. 12
- Emergency Messages ........................................ 17
- Energy Technology .......................................... 55
- Engineering .................................................... 55
- English .......................................................... 55
- Environmental Studies (AA) ............................... 58
- Environmental Science (AS) ............................... 58
- Extended Learning Programs .............................. 26
- Exercise Science .............................................. 67

**F**
- Faculty/Staff Directory ..................................... 106–109
- Finance .......................................................... 39
- Financial Aid .................................................... 12
- Fine Arts ....................................................... 58
- Fire Command .................................................. 26
- Foreign Languages ........................................... 59
- French ............................................................ 59
- German .......................................................... 59
- Spanish .......................................................... 59

**G**
- Garrett Heyns Education Center .......................... 27
- G.E.D. ............................................................ 33
- Geography (See Earth Science)
- General Science Education ................................. 59
- General Studies Degree (AGS) ............................ 32
- Computer-Aided Drafting (CAD) ......................... 48
- Grades ........................................................... 14
- Grade Forgiveness ............................................ 15
- Low Grade Policy ............................................ 17
- Graduation ...................................................... 17
- Graphic Design ............................................... 59
Direction Map

To Portland 90 miles
To Seattle 90 miles

Exit 82
Centralia
Harrison

Exit 82
Harrison

1-5
Harrison

Exit 81
Mellen St.
Mellen

Exit 81
Centralia

CENTRALIA COLLEGE

Oak
Rock
Iron
Main
Centralia College Blvd
Plum
Cherry

Washington
King