Welcome to Centralia College

Improving people’s lives through lifelong learning

PHONE: (360) 736-9391
For TTY/TDD service, dial (360) 807-6227
TOLL-FREE FROM OLYMPIA: 753-3433
FAX: (360) 330-7501 (Administration)
(360) 330-7502 (Instruction)
(360) 330-7503 (Student Services)
Web site: www.centralia.edu

Centralia College East (Morton)
(360) 496-5022 • (360) 736-9391, ext. 380
701 Airport Way • P.O. Box 147
Morton WA 98356
Mission Statement
Improving people’s lives through lifelong learning

CENTRALIA COLLEGE
CORE THEMES
Access, Diversity, Persistence
Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students including people who have been traditionally underserved; by progressing and graduating a significant number of students; and by making its educational offering as affordable as possible.

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

Stewardship
Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by prudently managing resources; providing training and qualified college employees; and continuously implementing sustainability best practices.

The Core Themes adopted by the Centralia College Board of Trustees help to set a course for the college. The Core Themes 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 Core Themes 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.

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.
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

Non-discrimination

Centralia College provides equal opportunity and access in education and employment and does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, ethnicity, creed, color, sex, gender, citizenship status, national origin, age, marital status, religious preference, the presence of any sensory, mental, or physical disability, reliance on public assistance, sexual orientation, veteran status, political opinions or affiliations, or genetic information under any of its programs, activities and services. The College complies with all Washington State anti-discrimination laws (RCW 49.60) and the following federal laws relating to equal opportunity: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act (ADA) of 1990.

The following person has been designated to handle inquiries regarding non-discrimination, equal opportunity, affirmative action or the ADA policies or for Title IX/504 compliance issues: Vice President of Human Resources and Legal Affairs, 600 Centralia College Blvd, Centralia, WA 98531, (360) 736-9391, ext. 671, (360) 807-6227/TTY.

Centralia College publications are available in alternate formats upon request by contacting the Disability Services Office at 360-736-9391, ext. 251.

Accreditation

Centralia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). 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 fall quarter 2013.

It is produced by Centralia College, Office of College Relations.
Commitment to Quality, Diversity, and Success

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 Calendar 2014-2015

#### FALL QUARTER 2013
- Labor Day Holiday: September 2 (M)
- Faculty Days: September 9-20
- Assessment Day: September 16 (M)
- First Day of Class: September 23 (M)
- All Campus Meeting (No Classes): October 11 (F)
- Veterans Day (No Classes): November 11 (M)
- Advising Day (No Classes): November 13 (W)
- Thanksgiving Holiday (No Classes): November 28, 29 (Th.F)
- Last Class Day: December 6 (F)
- Final Examinations: December 9, 10, 11, 17 (MTW)
- Faculty Days: December 12, 13, 16, 17 (Th.FMT)
- Winter Holiday: December 25 (W)
- Quarter Break: December 12–January 1

#### WINTER QUARTER 2014
- New Year’s Day Holiday (No Classes): January 1 (M)
- First Day of Class: January 2 (Th)
- Martin Luther King Holiday (No Classes): January 20 (M)
- Advising Day (No Classes): February 13 (Th)
- President’s Day Holiday (No Classes): February 17 (M)
- Last Class Day: March 17 (M)
- Assessment Day (No Classes): March 18 (T)
- Final Examinations: March 19, 20, 21 (WTh.F)
- Quarter Break: March 22-30

#### SPRING QUARTER 2014
- First Day of Class: March 31 (M)
- Advising Day (No Classes): May 15 (Th)
- Memorial Day Holiday (No Classes): May 26 (M)
- Last Class Day: June 9 (M)
- Assessment Day (No Classes): June 10 (T)
- Final Examinations: June 11, 12, 13 (WTh.F)
- Commencement: June 13 (F)
- Quarter Break: June 14-30

#### SUMMER QUARTER 2014
- First Day of Class: July 1 (T)
- Fourth of July Holiday Observed: July 4 (F)
- Last Class Day (6 week session): August 8 (F)
- Last Class Day (8 week session): August 22 (F)

#### FALL QUARTER 2014
- Labor Day Holiday: September 1 (M)
- Faculty Days: September 8-19
- Assessment Day: September 15 (M)
- First Day of Class: September 22 (M)
- All Campus Meeting (No Classes): October 10 (F)
- Veterans Day (No Classes): November 11 (T)
- Advising Day (No Classes): November 13 (W)
- Thanksgiving Holiday (No Classes): November 27, 28 (Th.F)
- Last Class Day: December 5 (F)
- Final Examinations: December 8, 9, 10 (MTW)
- Faculty Days: December 11, 12, 15, 16 (Th.FMT)
- Winter Holiday: December 25 (Th)
- Quarter Break: December 11–January 1

#### WINTER QUARTER 2015
- New Year’s Day Holiday (No Classes): January 1 (Th)
- Faculty Day: January 2 (F)
- First Day of Class: January 5 (M)
- Martin Luther King Holiday (No Classes): January 19 (M)
- Advising Day (All classes in session): February 13 (W)
- President’s Day Holiday (No Classes): February 17 (M)
- Last Class Day: March 17 (M)
- Assessment Day (No Classes): March 18 (T)
- Final Examinations: March 18, 19, 20 (WTh.F)
- Quarter Break: March 21-29

#### SPRING QUARTER 2015
- First Day of Class: March 31 (M)
- Advising Day (No Classes): May 14 (Th)
- Memorial Day Holiday (No Classes): May 26 (M)
- Last Class Day: June 8 (M)
- Assessment Day (No Classes): June 9 (T)
- Final Examinations: June 10, 11, 12 (WTh.F)
- Commencement: June 12 (F)
- Faculty Day: June 15 (M)
- Quarter Break: June 13-30

#### SUMMER QUARTER 2015
- First Day of Class: July 1 (W)
- Fourth of July Holiday Observed: July 3 (F)
- Last Class Day (6 week session): August 14 (F)
- Last Class Day (8 week session): August 28 (F)

Calendars subject to changes.
My time at Centralia College has been incredible. I have learned so much, mostly about myself. I didn't realize that I was capable of the things I have been able to achieve. Centralia College has given me opportunities to explore and those opportunities made me realize that there's so much more I can do. My time at Centralia College has been one of the most important in my life; I am grateful and I will never forget it.

– Edward Riley
Admission as a Priority Student

To become a priority student, follow these steps:

I. New Student

If you are a student beginning college for the first time and have graduated from high school or will soon graduate, have a GED, or have reached the age of 18, follow these steps:

A. Submit your Application for Admission. Forms are available on the college Web site.

B. Take your class placement test and submit it to the Enrollment Services Office. You have three options:
   (1) Take your placement test on campus. For test times, fees, and instructions, contact the Testing Center on campus at 360-736-9391, ext. 216.
   (2) If you have completed testing someplace else, submit your test scores to the Enrollment Services Office. We will accept COMPASS, ASSET and ACCUPLACER test scores. Test scores must be no older than three years.
   (3) If you would like to request equivalent placement into precollege and college-level courses based on your placement at another Washington Community or Technical College, submit a copy of the document that provides specific placement recommendation information from the sending institution, along with your completed placement reciprocity request form. Documentation must be no older than one year. Contact the Enrollment Services office for details and to obtain a request form.

(4) If you have taken and passed (2.0 GPA) college-level writing and math, submit transcripts to the Enrollment Services Office.

II. Returning Student

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

A. You do not need to re-apply for admission. Simply complete and submit your Returning Student Update form available on the college’s 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.

C. Take your class placement test and submit it to the Enrollment Services Office. You have three options: (1) Take your ASSET or...
COMPASS test on campus. For test times, fees, and instructions, contact the Testing Center on campus at 360-736-9391, ext. 216. (2) If you have completed testing someplace else, submit your test scores to the Enrollment Services Office. Test scores must be no older than three years. (3) If you have taken and passed (2.0 GPA) college-level writing and math, submit transcripts to the Enrollment Services Office.

III. Transfer Student

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

A. Submit your Application for Admission. Forms are available on the college Web site.
B. Take your class placement test and submit it to the Enrollment Services Office. You have three options;
   (1) Take your ASSET or COMPASS placement test on campus. For test times, fees, and instructions, contact the Testing Center on campus at 360-736-9391, ext. 216.
   (2) If you have completed testing someplace else, submit your test scores to the Enrollment Services Office. Test scores must be no older than three years.
   (3) If you have taken and passed (2.0 GPA) college-level writing and math, submit transcripts to the Enrollment Services Office

IMPORTANT NOTE: All of your admission and enrollment information will be sent to you via email. To avoid complications and delays, you must include your correct address on your admission application. Otherwise, your admission and enrollment process may be delayed.

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.

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. This form is available online and in the Enrollment Services Office.

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

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.

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. 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 more than 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 Enrollment Services. 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 and 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 and 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 and 151*</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>MATH&amp; 141 and 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.
Admission as a Drop-In Student
If you are interested in taking a class or two for personal enrichment, workshops, non-degree programs, or learning assistance programs, you can register as a drop-in student. Drop-in students register after priority students. You can register as a drop-in student 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 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, ext. 492 (main campus)
360-753-3433, ext. 492 (from Olympia)
FAX: 360-330-7503
Email: 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 www.centralia.edu. Click on “International Programs.” Use our email 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 2012-2013 college 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., attended.
5. Proof of proficiency in the English language is NOT required for admission.
   A. Students without a TOEFL score or with a TOEFL score under 500 (paper-based)/173 (computer-based) will be admitted only to the Intensive English Program (IEP).
   B. 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.
6. International students transferring within the U.S. must submit the transfer questionnaire included in the International Student Application form.

*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, ext. 265 (main campus)
360-753-3433, ext. 265 (from Olympia)
360-496-5022 (Centralia College East)
FAX: 360-330-2774
Email: 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, ext. 265 (main campus)
360-753-3433, ext. 265 (from Olympia)
360-496-5022 (Centralia College East)

FAX: 360-330-7503

Email: 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 each 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.
Returning Students
After you complete and submit your Returning Student Form, you will be sent an email that includes your registration time. Before registering, you must see the advisor you were assigned when you last attended Centralia College. After meeting with your advisor, you must come to Enrollment Services to register for classes during your registration time. If you forget or need a different advisor, contact the Counseling/Career Center at (360) 736-9391, ext. 265 or advising@centralia.edu. If you do not meet with your advisor, you must come to Enrollment Services to register for classes during open registration. Or you may download and complete the Class Registration Form (pdf), and fax the signed form to Enrollment Services at 360.330.7503 or scan and email the signed form to admissions@centralia.edu. Be aware, you will not receive priority registration for future quarters.

Online Students
After applying for admission, new and returning students who plan to register for online classes only should contact Enrollment Services at (360) 736-9391, ext. 221 or admissions@centralia.edu.

Drop-in Students
If you want to take a class or two for personal enrichment, you do not need to apply for admission. Once the Class Schedule is available, you can register for evening courses, Continuing and Community Education classes, or Centralia College East courses. For all other courses, you can register starting on the first day of open registration. Simply download and complete the Class Registration Form (pdf), and send your completed form, along with a check, money order, or credit card number to the address listed on the bottom of the form (no cash please). Mail-in registrations will be processed on a first-come, first-served basis. If the class is filled, payment will be returned to you.

Priority Registration
Students with priority registration status have the advantage of choosing and registering for classes before students without priority status. You can earn priority registration status by completing these important steps:

New and transfer students must attend an Advising and Registration Fair.
Current and returning students must meet with their assigned advisor on Advising Day or during advising week.
Students without priority registration status can gain priority status after earning 35 college-level credits at Centralia College. Students must contact Enrollment Services at (360) 736-9391, ext. 221 or admissions@centralia.edu and request this change. Eligible students will be assigned an advisor and changed to priority registration status

Late Registration
You may add classes by completing and submitting a Change of Schedule form to the Enrollment Services Office. Forms are available on the college’s Web site and in the Enrollment Services Office. To add classes that are filled, you must obtain the instructor’s signature. To add any class after the second day, whether it is filled or not, you must obtain the instructor’s signature. Take the form to the Enrollment Services Office for processing.

You will not be allowed to add a class after the first 10 days of the quarter (eighth day of summer) except in continuous enrollment classes. 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 of the work you have missed. It may be very difficult to catch up.
Change of Schedule/Withdrawal from Classes
You can add and drop classes for a limited time at the beginning of each quarter. To add or withdraw officially from a class, you must complete and submit a Change of Schedule form to the Enrollment Services Office. Forms are available on the college’s Web site and in the Enrollment Services Office.

IMPORTANT:
• Adding and dropping classes are serious steps. Consult with your advisor before doing so. If you are receiving financial aid and/or scholarships, consult with the Financial Aid Office to avoid jeopardizing your aid.
• If you stop attending class, you will NOT be dropped or withdrawn automatically. You must withdraw officially. To do so, you must complete and submit a Change of Schedule form to the Enrollment Services Office. If you do not, you may receive a failing grade in your class.
• You are required to pay for any classes for which your register. Refunds are available for a limited time at the beginning of each quarter.

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 Enrollment Services office 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 Enrollment Services Office 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 Enrollment Services office 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 the quarter. Other students are waiting for a seat. For this reason, when a class is filled, an instructor may withdraw you from any class or lab in which you do not show up. If the class is a block class which meets for two or more hours you may be withdrawn if you do not contact the instructor prior to 12:00 p.m. on the following day. For classes that meet for less than two hours per day, you may be withdrawn if you do not contact the instructor prior to 12:00 p.m. on the day following the second class sessions. (Note: the instructor must notify registration of this withdrawal by 4:00 p.m. on the day of the withdrawal).

ADVISING TIP: If you know you are not able to attend the first two class sessions, 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, ext. 221 (main campus)
360-753-3433, ext. 221 (from Olympia)
FAX: 360-330-7503
Email: 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. Check with the cashier for details.

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 a portion of the cost of your education at Centralia College; your tuition money pays the remaining. Tuition is set by the Washington state Legislature and is subject to change by legislative action. Refer to the quarterly class schedule or the college Web site 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) The student has continually resided in Washington state since earning a high school diploma or its equivalent. (3) 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 forms and 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.

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.

If you experience extensive or severe medical conditions, you may be eligible for a refund of tuition and fees. You must provide sufficient documentation from your physician indicating that you are unable to attend courses for the quarter. You must request a medical withdrawal within the next quarter of the academic year (i.e., spring quarter medical withdrawal requests must be submitted before the end of summer quarter). Please contact the Enrollment Services Office for details.

Non-sufficient Funds 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 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, ext. 234 (main campus)
360-753-3433, ext. 234 (from Olympia)
FAX: 360-330-7503
Email: 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 April 15. 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
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 five 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)
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, ext. 385
WorkFirst, 360-736-9391, ext. 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 the cost of tuition and fees throughout the quarter. Contact the Business Office, 360-736-9391, ext. 517, 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
Scholarship Coordinator
Phone: 360-736-9391, ext. 471
360-753-3433, ext. 471 (from Olympia)
FAX: 360-330-7501
Email: scholarships@centralia.edu
College Web site: www.centralia.edu/admissions/finaid/scholarships.html

Centralia College, through its foundation, has an array of scholarships available to new and continuing students. The college is grateful to the Centralia College Foundation for its efforts with the community in raising scholarship dollars. The college appreciates the community support that makes scholarships available.

Scholarship application forms are available on the college's Web site beginning in December and are due by March 1. Recipients are selected based on academic excellence, community service/work experience/school activities, a personal essay, writing sample, potential for success, and/or financial need. A single application applies to all scholarships to be awarded. The Scholarship Committee will notify you during spring quarter of the status of your application. Eligibility criteria for the scholarships vary.

Veterans Services
Enrollment Services Office
Phone: 360-736-9391, ext. 228 (main campus)
360-753-3433, ext. 228 (from Olympia)
FAX: 360-330-7503
Email: veterans@centralia.edu
College Web site: www.centralia.edu/admissions/veterans.html

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 Services Coordinator located in the Kemp Hall, room 10, for application and certification information.

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, ext. 221 (main campus)
360-753-3433, ext. 221 (from Olympia)
FAX: 360-330-7503
Email: 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.

Credit Hour Policy
In compliance with U.S. Department of Education regulation and Northwest Commission on Colleges and Universities policy, college level courses at Centralia College, regardless of modality, shall be at a level of rigor such that the average adequately prepared student will invest approximately 30 hours of effort for each quarter credit earned.

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. May only be student-initiated. 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 (1.0 or above) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. May only be student initiated. 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 (below 1.0) at the time of withdrawal. May be awarded only after the 35th class day, but before the first day of finals. May only be student initiated. 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.
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 the Enrollment Services Office 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 the Enrollment Services Office. 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.

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

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

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

In Progress; no grade point calculated. Used in courses, such as correspondence, that do not begin or 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 the Enrollment Services Office 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 of the results. You may appeal the decision in writing to the Director of Enrollment Services. The Director of Enrollment Services 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 staff at another college 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 Director of Enrollment Services. There is a small processing fee for each official transcript or unofficial transcript. We may withhold your transcript if you do not fulfill your obligations to the college, financial or otherwise.

Centralia College works with the National Student Clearinghouse to provide online transcript ordering. More information is available on the college’s Web site.
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 eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Centralia College receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Centralia College to amend a record should write the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Centralia College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Centralia College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Centralia College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Centralia College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Centralia College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Centralia College. Please see below for the full list of the disclosures that Centralia College may make without consent.

4. The right to prevent disclosure of directory information.
Centralia College routinely publishes and discloses directory information about students to various requestors. At Centralia College, directory information consists of the following: name, address, telephone listing, e-mail address, date and place of birth, photographs, advisor, field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, grade level, full- or part-time status, honor roll, degrees, awards and scholarships received, most recent previous school attended, and dates
of employment. Also, prior military experience and level of education may be provided to representatives of the Department of Defense for recruiting purposes. Students who choose to have Centralia College not release their directory information, must complete and submit an official form to the Enrollment Services Office. Students should be aware that requesting Centralia College to withhold directory information may prevent other colleges and employers from receiving information that may benefit the student.

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
400 Maryland Avenue, SW, Washington, DC 20202

For the full confidentiality information see the The Family Educational Rights and Privacy Act (FERPA)

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.

e2Campus (Emergency Notification)
The possibility of an emergency arising on the Centralia College campus does exist. There are natural and man-caused situations that require that all students, faculty, staff, and others who might be impacted be notified.

The college subscribes to e2Campus as the primary means of mass notification when emergency and selected other events and situations might arise that impact the normal operation of the college.

In case of an emergency you can be alerted fast and accurately. To sign up, go to: www.centralia.edu/news/emergency.html.

When you subscribe to this service, you will receive emergency, crisis, severe weather, priority, or other important messages via text, email, voice mail, twitter, etc.

Subscribing to e2Campus will also put you on the Lewis County Code Red Emergency messaging system, which provides messages from county emergency personnel.

The college will test its emergency response and evacuation procedures on at least an annual basis, including publishing its procedures in conjunction with at least one test per calendar year, and documenting a description of the exercise.

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 accessing the following Web site: http://www.centralia.edu/students/srtk/cleryact.html.

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/students/srtk/ccsgradcomm.html

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, you will be placed on probation status. This is a 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, you will be placed on suspension status.

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 a meeting with the Vice President, Instruction, who 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
Quarterly Honors: Any student who completes 12 or more credits in a quarter, including any credits in classes numbered below 100, is eligible for quarterly honors, and any student awarded is invited to attend the Honors Reception in the spring. If your quarterly GPA is 3.9 to 4.0, you will be on the President’s List and you will be awarded a Gold Seal Certificate. If your quarterly GPA is 3.75 to 3.89, you will be on the Vice President’s List and awarded a Silver Seal Certificate. If your quarterly GPA is 3.50 to 3.74, you will be on the Dean’s List.

Graduation Honors: This applies to any student who earns a degree or certificate of proficiency. If your GPA is 3.90 to 4.00, you will graduate with HIGHEST HONORS. You will receive a gold medallion and you may wear a gold cord. If your cumulative GPA is 3.75 to 3.89, you will graduate with HIGH HONORS. You may wear a gold cord. If your cumulative GPA is 3.50 to 3.74, you will graduate with HONORS.

Individuals receiving the honors listed above will be recognized in the commencement program and have the honor stated when his or her name is announced at commencement.

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>Description</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>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>AAS</td>
<td>Not designed for general transfer.</td>
</tr>
<tr>
<td>ATA</td>
<td>Not designed for general transfer.</td>
</tr>
<tr>
<td>AGS</td>
<td>Not designed for any transfer.</td>
</tr>
</tbody>
</table>

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 in 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)**

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*
- Seattle Pacific University*
- Seattle University*
- The Evergreen State College
- Trinity Lutheran College
- University of Washington*
- University of Washington-Tacoma
- Washington State University
- Western Washington University
- Whitworth College*

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 Liberal Arts (ALA)**

Centralia College’s Associate in Liberal Arts (ALA) Degree also conforms to rules established by the ICRC and is maintained by the JAOG. This degree is designed for students pursuing general liberal arts education. 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 Liberal Arts 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 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 ICRC and are maintained by the 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, 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
Seattle Pacific University
Seattle University
The Evergreen State College
University of Washington
Washington State University
Western Washington University
Whitworth College

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 follow 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 attain junior standing. 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 buy-back, 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 360-736-9391, 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. The Counseling/Career Center is located in the lower level of the Student Center Bldg. 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
Pre-admissions 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. Visit 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/Pre-college 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 located in Science Center Building (NSC), room 309.

Instructional Support
Writing Center
Students can receive assistance with writing at the Writing Center located in Kemp Hall, room 105. This nurturing environment provides an opportunity to work under the guidance of English department faculty. The Writing Center is staffed by students and volunteers. The center also offers specialized workshops.

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 Web site is: http://owl.centralia.edu

Math and Science Learning Center
The Math and Science Learning Center, located on the third floor of the Science Center building (NSC), room 309, is a venue in which students can study collaboratively and receive help and guidance from faculty members and peer tutors. The center also provides an opportunity for advanced students to hone their skills and knowledge through participation in the peer tutoring program discussed next.

Peer Tutoring
Peer tutoring, located in Science Center Building (NSC), room 309, is an instructional support technique used successfully with students at all levels. Peer tutors assist students who need help in mastering a subject area. Tutoring can 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 is free to registered Centralia College students. To apply for tutoring or to be a peer tutor, students need to complete an application form 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 Web site, 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 student 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, ext. 241, or email librarian@centralia.edu.

The eLearning Department provides assistance to all students with using online learning platforms, such as Canvas or Tegrity. Students can also access online learning support tools such as online tutoring and the online writing lab. Visit the Centralia College Online Web site to connect to these services: http://cconline.centralia.edu. The eLearning Department can be contacted at 360-736-9391, ext. 374, or by email at elearning@centralia.edu.

During the library hours, get in-person help with technology and information resources at the ASK HERE desk.

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 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 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, the Student Admission and Activities Team, and Student Life and Involvement Center are located in the Student Center Building. The Student Center Building also provides Diversity Lounge to study and relax.

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 and evening 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 Association (SGA)
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 Life and Involvement Center in the Student Center Building. 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 Services and Activities Fee Student 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, but are not limited to: The Electronics Club, Gay Straight Alliance, Latinos Unidos, Phi Theta Kappa, Nursing, Psychology Club, ROTARACT, Ski Club, 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. 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-120-090.
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 will 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.

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
- Transfer information, planning, and college visits
- Mentoring and tutoring
- 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: http://www.centralia.edu/students/trio/

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.

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

Email
Once you register for classes, you will be issued a Centralia College email account. The college will send all official communication to your student email account. You are responsible for activating and checking your account regularly. You may choose to forward messages to a different email account; however you are still responsible for all information sent to your student account. You must sign a current Centralia College Network and Electronic Mail Acceptable Use Policy agreement before email accounts will be activated.

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 www.cconline.centralia.edu.

Online Courses
Online courses 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 www.cconline.centralia.edu.

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

Web-enhanced Courses
Web-enhanced courses meet 100 percent of the class time on campus but include resources or other activities online. For example, you may take a five-credit class that meets five 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.

Certificate Programs
Centralia College offers several vocational certificate programs. Contact Centralia College Workforce Education Office for details.

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. 427.

Senior College/Lifelong Learning
Enrich your life and exercise your love of learning through lifelong learning. These classes are small, ungraded, affordable and are geared to the interests and lifestyles of older adults.

For more information regarding Senior College and Lifelong Learning, contact the Office of Continuing Education, 360-736-9391, ext. 427.

Night, Weekend and 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.

It may be 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

*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

Email: kbloomstrom@centralia.edu
lschinnell@centralia.edu

College Web site: www.centralia.edu/cce
Phone: 360-496-5022 or 360-736-9391, ext. 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 educational advising, college level placement testing, registration services, Running Start testing and advising, tutoring, career counseling, financial aid assistance, GED testing and classes, T.E.E.N. Program (high school completion program for pregnant and parenting teens and their partners), career testing and online access to Centralia College’s library resources. In addition, a variety of classes connect students to the Centralia campus via interactive video. The CCEast Organization of Students offers leadership development as well as activities for the students.

The mission of CCEast is to provide an environment that nurtures learning by providing:
• Associate degree programs
• Local access to resources for technical training
• Basic skill development
• 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 students to complete a Centralia College Associate in Arts degree in two years. Both day and evening classes are available.

Associate in Technical Arts Coursework
Course work toward Business Technology certificates and Associate in Technical Arts (ATA) degrees is offered at CCEast for a variety of programs, including Administrative Assistant, Medical Administrative Assistant, and Accounting. For students planning on entering other professional/technical programs such as Nursing, Civil Engineering Technology, or Diesel Technology, CCEast offers many of the prerequisite and support courses.

Business Office Technology
Develop computer-based skills in CCEast's computer lab. Classes such as Microsoft Office, Excel, Word, Digital Photography and Computer Graphics are offered regularly. Community Business classes offer an opportunity to gain skills that may be applied to the business setting or for professional development. These courses are non-transcripted and are offered at a reduced rate.

Skill Development Program
GED and Adult Basic Education classes prepare students for the GED and for college preparation courses. ABE classes are offered in math, writing, and reading at various levels. These classes are individualized and self-paced. GED testing is offered at CCEast quarterly.

Other Offerings
CCEast offers personal enrichment opportunities for credit and non-credit, including an array of adult special interest and community education classes, including the summer theater performed at the Roxy Theater in Morton.

Garrett Heyns and Cedar Creek Corrections Education Centers
Centralia College operates the Garrett Heyns and Cedar Creek Education Centers under an agreement with the Washington State Department of Corrections. The alliance with Garrett Heyns Education Center at the Washington State Corrections Center in Shelton began in 1975. Educational offerings include Adult Basic Skills, GED prep courses, GED testing, Industrial Sanitation and Information Technology courses.

In 2011 Centralia College assumed oversight of the education center at Cedar Creek Corrections Center located in Littlerock. Courses administered include Adult Basic Skills, GED prep, GED testing, Building Maintenance, Drywall, Roofing, and Siding.

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.
Why attend Centralia College? It’s the quality of the instructors and the quality of the classes. I enrolled in the bachelor's degree program because it was a perfect fit for me with its hybrid classes (part online and part face-to-face during the evenings). I'm impressed with the curriculum and I get real-world application of what we learn in the classroom.

– Julie Lind
Degrees/Certificates
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.

Bachelor of Applied Science in Management (BASM) is designed to provide a rigorous educational experience that fulfills the program’s mission.

Our mission is to ensure that graduates of the Centralia College Bachelor of Applied Science in Management degree program will have the qualifications for entry into or promotion into management positions in a wide range of business or industries. Graduates will acquire skills to improve the success of small business or entrepreneurial ventures. Graduates will have the credentials to apply for additional education in graduate studies programs at other colleges and universities.

Centralia College’s Bachelor of Applied Science in Management (BASM) builds on an existing Associate in Arts, Associate in Applied Science, or Associate in Applied Science-Transfer adding upper division coursework to complete a four-year degree. Applicants are accepted for the fall quarter of each year. The BASM operates as a cohort-based program with all students starting in a fall quarter and completing the program in either two years (six quarters) or three years (nine quarters).

The BASM degree program is designed to meet employment needs of the Centralia College service area and to provide the program graduates with the knowledge and skills needed to move into or advance in management and supervisory positions as well as to become entrepreneurs.

All classes are conducted using the hybrid modality with each class meeting on campus for one, two-hour period in the evening each week. Classes are on Tuesdays from 5-7pm, 7-9pm and Thursdays from 6-8pm. The balance of class work is online.

Minimum Centralia College Content
To be eligible for the awarding of a degree, BASM students must complete a minimum of 30 credits of BASM coursework at Centralia College and that coursework must include all three of the BASM capstone courses.

BASM Course Enrollment by Non-Matriculated Students
The BASM program is designed for student cohorts who are committed to the attainment of the Bachelor of Applied Science in Management degree. Non-matriculated students may be enrolled in specific courses on a space-available basis at the discretion of the respective faculty member and with the concurrence of the Executive Director of BASM. A maximum of three courses may be taken by any non-matriculated student. Non-matriculated students must meet all of the normal BASM entrance requirements with the exception of the requirement to have an associate degree. Centralia College will consider non-matriculated students for enrollment in 300/400 level courses including:

1. Community members employed in the occupation who could benefit from the specific course as an educational or skills upgrade.
2. Students with deferred admission status.
3. Students seeking future admission interested in trying an upper division course before applying to the program.
4. Students in related lower division programs who use the 300 or 400 level courses as electives or substitutes for required courses in the associate degree.

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, generally be granted 90 transfer credit. Students may still need to complete more than 90 quarterly credits to graduate in their major. 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 guarantee 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, respectively.

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 designed 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.

Bachelor of Applied Science
Degree Requirements
To qualify for a Bachelor of Applied Science degree you must complete a minimum of 180 credits in courses numbered 100 and above of which 90 credits must be BAS courses all of which are numbered 300 or above. You must have a cumulative grade point average (GPA) of at least 2.0 (C average) for the BAS courses and all credits at the 300 or above levels must have been earned with a minimum grade of 2.0 in each course.

The 180 credits must include the following:

General Education Requirements (60 credits)

Communication (10 credits) Credits
ENGL 101 English Composition (required for admission) 5
BAS 330 Professional and Organizational Communications 5

Humanities (10 credits)
BAS 315 Ethics 5
BAS 325 Legal Issues 5

Social Science (15 credits)
PSYC 100 Psychology or other social science course (required for admission) 5
BAS 320 Leadership and Organizational Behavior 5
BAS 305 Managerial Economics 5

Mathematical (10 credits)
MATH College-Level Math with prerequisite of intermediate algebra (required for admission) 5
BAS 350 Managerial Statistics 5

Natural Science (10 credits)
Physical, biological or earth science (lab course) (required for admission) 5
BAS 440 Environmental Issues 5
Five additional credits in general education in one of the above areas is required for admission. 5

Subtotal 60

Foundation Coursework (65 credits) from Associate Degree 65

Management Core Coursework (55 credits).

Course Title
BAS 300 Foundations of Management 5
BAS 310 Accounting Principles for Managers 5
BAS 340 Applied Financial Management 5
BAS 360 Business Principles, Planning and Strategy 5
BAS 370 Practicum 5
BAS 380 Marketing for Managers 5
BAS 410 Project Management 5
BAS 420 Human Resource Management 5
BAS 435 Operations Management 5
BAS 470 Management Internship 5
BAS 490 Strategic Management and Policy 5

Subtotal 55

Total Credits Required 180

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
   ENGL 235
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
Select from at least three disciplines on the distribution list.

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 degree 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 5 credits
   ENGL 101
b. Quantitative Skills 10 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 (S). 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 Physical 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 90 credits in courses numbered 100 or above, with a cumulative grade point average (GPA) of at least 3.0 (“B” average).

The 90 credits must include the following:

Core Skills 15 credits
a. Communication Skills 10 credits
   ENGL 101
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 Technical Arts Degree

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 program 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
- c. Computation Skills 5 credits
- d. Human Relations 5 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 plan 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, ENGL& 102, or ENGL& 235.
  - 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.
  - d. 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 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,
- Medical Office Assistant,
- Medical Office Receptionist,
- Office Assistant,
- Welding Technology,
- Practical Nursing,
- Medical Assistant,
- Medical Records Specialist,
- Medical Laboratory Technician,
- Veterinary Technician,
- Administrative Assistant,
- and more.

High School Completion Program

The High School Completion program is offered to students 21 and older, or enrolled in the TEEN Program. For more information contact the TEEN Program Office at 360-736-9391, ext. 341.

GED 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 administrator if under 19.

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

**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.

**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).

**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)

**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: Communication & Reasoning).
   - 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 5
- 102* Drawing I 5
- 103* Drawing II 5
- 104* Drawing III 5
- 160* Intro to Fibers 5
- 170* Black & White Photography 5
- 174* Digital Photography 4
- 200 Art History: Ancient 5
- 201 Art History: 15th-17th C 5
- 202 Art History: 18th-20th C 5
- 203 History of American Art 5

**CHIN**

- &121** Chinese I 5
- &122** Chinese II 5
- &123** Chinese III 5

**DRMA**

- &101 Intro to Theater 5
- 105 Theater History 3
- 107* Beginning Acting 5
- 108* Intermediate Acting 5
- 115* Dramatic Performance 3
- 120 Introduction to Playwriting 5
- 201* Advanced Acting 5

**ENGL**

- &111 Introduction to Literature 5
- &113 Introduction to Poetry 5
- 114 Intro to Dramatic Literature 5
- 120 Women’s Literature 5
- 180 Short Fiction 5
- 204 Introduction to Shakespeare 5
- 208 Intro to Creative Writing 5
- 209 Hero’s Quest: Survey of English Literature, 7th C-1616 5
- 210 Crisis of Faith: Survey of English Literature, 1616-1798 5
- 211 Romance and Revolution: Survey of English Literature, 1798-Present 5
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>220</td>
<td>American Drama</td>
<td>3</td>
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<tr>
<td>233</td>
<td>Literature for Children &amp; Adolescents</td>
<td>5</td>
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<tr>
<td>&amp;244</td>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>249</td>
<td>The Great American Novel</td>
<td>5</td>
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<tr>
<td>260</td>
<td>Non-Western World Literature</td>
<td>5</td>
</tr>
<tr>
<td>FRCH</td>
<td><strong>No more than five credits allowed for distribution in performance/skills courses.</strong></td>
<td></td>
</tr>
<tr>
<td>&amp;121 **</td>
<td>French I</td>
<td>5</td>
</tr>
<tr>
<td>&amp;122 **</td>
<td>French II</td>
<td>5</td>
</tr>
<tr>
<td>&amp;123 **</td>
<td>French III</td>
<td>5</td>
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<tr>
<td>HUM</td>
<td>Ethics and Cultural Values</td>
<td>5</td>
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<td>&amp;116, &amp;117, &amp;118</td>
<td>Intro to Humanities I-III</td>
<td>5</td>
</tr>
<tr>
<td>270</td>
<td>Survey of Films Studies</td>
<td>5</td>
</tr>
<tr>
<td>JOUR</td>
<td>Intro to Mass Media</td>
<td>5</td>
</tr>
<tr>
<td>170</td>
<td>Racism, Sexism, &amp; the Media</td>
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<tr>
<td>MUSC</td>
<td><strong>No more than five credits allowed for distribution in performance/skills courses.</strong></td>
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<tr>
<td>105</td>
<td>Music Appreciation</td>
<td>5</td>
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<tr>
<td>&amp;130</td>
<td>History of Western Music</td>
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<tr>
<td>&amp;131</td>
<td>Music Theory I</td>
<td>3</td>
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<td>&amp;139</td>
<td>Music of the World</td>
<td>5</td>
</tr>
<tr>
<td>&amp;140</td>
<td>History of American Music</td>
<td>5</td>
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<tr>
<td>250*</td>
<td>Musical Theatre Production</td>
<td>5</td>
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<td>PHIL</td>
<td>Intro to Philosophy</td>
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<tr>
<td>&amp;103</td>
<td>Introduction to Ethics</td>
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<tr>
<td>SPAN</td>
<td><strong>No more than five credits allowed in a foreign language at the 100 level allowed for distribution.</strong></td>
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<td>Spanish I</td>
<td>5</td>
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<tr>
<td>&amp;122 **</td>
<td>Spanish II</td>
<td>5</td>
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<tr>
<td>&amp;123 **</td>
<td>Spanish III</td>
<td>5</td>
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<tr>
<td>&amp;221</td>
<td>Spanish IV</td>
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<td>Spanish V</td>
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<tr>
<td>&amp;223</td>
<td>Spanish VI</td>
<td>5</td>
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<td>SPEE</td>
<td>Fund of Public Speaking</td>
<td>3</td>
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<tr>
<td>101</td>
<td>Principles of Speech Communications</td>
<td>5</td>
</tr>
<tr>
<td>220</td>
<td>Theory/Practice of Public Speak</td>
<td>5</td>
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<tr>
<td>250</td>
<td>Intercultural Communication</td>
<td>5</td>
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</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH &amp;100</td>
<td>Survey of Anthropology</td>
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<tr>
<td>&amp;206</td>
<td>Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>&amp;210</td>
<td>Indians of North America</td>
<td>5</td>
</tr>
<tr>
<td>225</td>
<td>Cultural &amp; Ethnic Pluralism</td>
<td>5</td>
</tr>
<tr>
<td>235</td>
<td>Myth, Ritual, and Magic</td>
<td>5</td>
</tr>
<tr>
<td>ECON</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>&amp;202</td>
<td>Macroeconomics</td>
<td>5</td>
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<tr>
<td>GEOG</td>
<td>Human Geography</td>
<td>5</td>
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<tr>
<td>&amp;200</td>
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<td>5</td>
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<tr>
<td>HIST</td>
<td>Western Civilization I</td>
<td>5</td>
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<tr>
<td>&amp;116</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>&amp;117</td>
<td>Western Civilization II</td>
<td>5</td>
</tr>
<tr>
<td>&amp;118</td>
<td>Western Civilization III</td>
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<td>&amp;146</td>
<td>U.S. History I</td>
<td>5</td>
</tr>
<tr>
<td>&amp;147</td>
<td>U.S. History II</td>
<td>5</td>
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<td>&amp;148</td>
<td>U.S. History III</td>
<td>5</td>
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<tr>
<td>&amp;214</td>
<td>Pacific NW History</td>
<td>5</td>
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<td>POLS</td>
<td>Intro to Political Science</td>
<td>5</td>
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<tr>
<td>&amp;101</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>&amp;202</td>
<td>American Government</td>
<td>5</td>
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<tr>
<td>&amp;204</td>
<td>Comparative Government</td>
<td>5</td>
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<tr>
<td>PSYC</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>&amp;100</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>&amp;200</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>SOC</td>
<td>Intro to Sociology</td>
<td>5</td>
</tr>
<tr>
<td>&amp;101</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>125</td>
<td>Sociology of the Family</td>
<td>5</td>
</tr>
<tr>
<td>&amp;201</td>
<td>Social Problems</td>
<td>5</td>
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<tr>
<td>225</td>
<td>Cultural &amp; Ethnic Pluralism</td>
<td>5</td>
</tr>
</tbody>
</table>

**Natural Science (S)**
1. The course is broad in scope, covering major concepts.
2. The course objectives address all of the following outcomes. Upon completing designated courses, students should be able to:
   - Communicate key scientific concepts in oral, written, and/or visual format using the language of science (Theme: Communication).
   - Apply the scientific method to solve problems, conduct experiments, evaluate data, and test hypotheses (Themes: Reasoning, Resourcefulness & Communication).
   - Critically evaluate scientific information and its sources (Themes: Exploration, Responsibility & Reasoning).

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASTR 125</td>
<td>The Solar System</td>
<td>3</td>
</tr>
<tr>
<td>126</td>
<td>Stars &amp; Galaxies</td>
<td>3</td>
</tr>
<tr>
<td>127</td>
<td>The Solar System &amp; Universe</td>
<td>5</td>
</tr>
<tr>
<td>128</td>
<td>Observational Astronomy w/lab</td>
<td>2</td>
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<tr>
<td>BIOL</td>
<td>Survey of Biology w/lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp;100</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>175</td>
<td>Microbes and Society</td>
<td>5</td>
</tr>
<tr>
<td>&amp;221</td>
<td>Majors Ecology/Evolution w/lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp;222</td>
<td>Majors Cell/Molecular w/lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp;223</td>
<td>Majors Organismal Phys w/lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp;241</td>
<td>Human &amp; P 1 w/lab</td>
<td>5</td>
</tr>
<tr>
<td>&amp;242</td>
<td>Human &amp; P 2 w/lab</td>
<td>5</td>
</tr>
<tr>
<td>243</td>
<td>Adv Topics Human &amp; P w/lab</td>
<td>5</td>
</tr>
<tr>
<td>250</td>
<td>Intro to Marine Biology w/lab</td>
<td>5</td>
</tr>
<tr>
<td>260</td>
<td>Microbiology w/lab</td>
<td>5</td>
</tr>
</tbody>
</table>

**BOTA**
1. Survey of Botany (lab)                        5

**CHEM**
1. Intro to Chemistry w/lab                      5
2. Intro to Organic/Biochem w/lab                5
3. General Chem w/lab I                          6
4. General Chem w/lab II                         6
5. General Chem w/lab III                        6
6. Organic Chem w/lab I                          6

**ENVS**
1. Survey of Env Science                         5

**ENVS**
1. Survey of Environmental Science Lab           1
2. Intro to Env Science                           5
3. Watersheds: Connecting Mtns to the Sea        5
4. Intro to Natural Resources                    3

**GEOG**
1. Physical Geography w/lab                      5

**GEOG**
1. Intro to Geography w/lab                      5
2. Intro to Physical Geology w/lab               5
3. Earth Evolution and Global Change w/lab       5
4. Natural Hazards & Catastrophe                 5
5. Cascade & Plateau Geology                     3
6. Geology of the Pacific NW w/lab               5

**NUTR**
1. Nutrition                                     5
2. Issues in Nutrition                            5

**OCEA**
1. Intro to Oceanography w/lab                   5

**PHYS**
1. Phys: Non-Science Majors w/lab                 5
2. General Phys I w/lab                           5
3. General Phys II w/lab                          5
4. General Phys III w/lab                         5
5. Engineering Physics I w/lab                    5
6. Engineering Physics II w/lab                   5
7. Engineering Physics III w/lab                  5

**SCIE**
1. Intro to Physical Science                     5
2. Weather and Climate w/lab                     5

**Health and Fitness (HF)**
The course provides the student with knowledge and skills that enable them to achieve and maintain optimal health over a lifetime.

**HLTH**
1. Women's Health Issues                         3
2. Health and Wellness                           3
3. Eating & Weight Control                       2
4. Exercise and Nutrition                        3
5. Safety and Fitness                            3
PE (No more than 3 credits may be taken as academic electives)

107 Cycling Basics 2
110 Physical Fitness 1
120 Lifestyle Management & Exercise 2
123 Weight Training 1
125 Free Weights 1
140 Boot Camp Basics 1
142 Cardio Combo 1
150 Yoga 1
151 Aerobic Fitness 1
153 Tai Chi Basics 1
158 Beginning Tae Kwon Do 2
163 Step Aerobics 1
168 Lifetime Fitness 2
169 Cardio Kick boxing 1
210 Advanced Physical Fitness 1
223 Advanced Weight Training 1
229 Physical Fitness Concepts 3
251 Advanced Aerobic Fitness 1
263 Advanced Step Aerobics 1
269 Advanced Cardio Kick boxing 1

Diversity (D)

1. The course carries three to five credits.
2. The purpose of a diversity requirement is to prepare students to critically understand, appreciate, and respect culturally diverse thought and behavior.
3. Courses that address cultural diversity provide a focus on the historical and/or contemporary experiences and contributions of people from diverse backgrounds.
4. A course must have as its central focus or theme (not as a secondary interest) a topic pertaining to non-western culture or to excluded groups within western culture and engage students in critical inquiry about issues related to the complex interactions of cultural differences and commonalities.
5. Diversity courses may also meet other Distribution Requirements.

ANTH
&100 Survey of Anthropology 5
&206 Cultural Anthropology 5
&210 Indians of North America 5
225 Cultural & Ethnic Pluralism 5
235 Myth, Ritual, and Magic 5

ART
200 Art History: Ancient 5
201 Art History: 15th-17th C 5
202 Art History: 18th-20th C 5

CHIN
&121 Chinese I 5

ENGL
255 Women's Literature 5
260 Non-Western World Literature 5

GEOG
&200 Human Geography 5

HUM
110 Ethics and Cultural Values 5

JOUR
170 Racism, Sexism & Media 3

MUSC
139 Music of the World 5
140 History of American Popular Music 5
264 Music History I 5

POLS
&204 Comparative Government 5

SOC
225 Cultural & Ethnic Pluralism 5

SP&E
250 Intercultural Communication 5

InterCollege Relations Commission (ICRC) Approved Academic Electives

Accounting 201, 202, 203
Anthropology all courses numbered 100 and above
American Sign Language 121, 122, 123
Art 100, 102, 103, 104, 111, 130, 160, 170, 174, 200, 201, 202, 203, 210, 211
Astronomy 125, 126, 127, 128

Biology all courses numbered 100 and above
Botany all courses numbered 100 and above
Business Administration 101, 201
Chemistry all courses numbered 100 and above
Chinese all courses numbered 100 and above
Computer Science Technology 100, 215, 224
Criminal Justice 101, 104, 105, 106, 110, 204
Drama all courses numbered 101 and above
Early Childhood Education 105
Economics 201, 202
Education 115, 201
English all courses numbered 101 and above
Environmental Science all courses numbered 100 and above
French all courses numbered 100 and above
General Engineering all courses numbered 111 and above
Geography all courses numbered 100 and above
Geology all courses numbered 100 and above
Health 120, 130, 140, 145
History all courses numbered 100 and above
Humanities all courses numbered 100 and above
Journalism 160, 170, 180
Mathematics all courses numbered 107 and above except 110 and 116
Media Studies 125, 220, 225, 230, 260
Music all courses numbered 100 and above
Nutrition 101, 202, 203
Oceanography 101
Philosophy all courses numbered 100 and above
Physical Education all courses numbered 100 and above

(3 credits maximum on PE activity courses)

Physics all courses numbered 100 and above
Political Science all courses numbered 100 and above
Psychology all courses numbered 100 and above
Science 103, 104, 115
Sociology all courses numbered 100 and above
Spanish all courses numbered 100 and above
Speech all courses numbered 100 and above
Centralia College changed my life. Faculty and staff encouraged me every step of the way. I realized that developing my potential is what counts. Centralia College has given me the opportunity to do that. I’ve developed leadership skills, I’ve found that I can succeed in the classroom, and I’ve made lifelong friends. My experience has been very positive.

– Stephanie Schiele
Programs of Study
Accounting

Emphasis: Accounting
Degree: Associate in Technical Arts

PURPOSE: This program provides students with skills and public certifications necessary to be competitive in selection for employment in private industry, government, and public accounting firms.

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

- Perform basic bookkeeping tasks in the service of the business public.
- Assist in the production of financial reporting in accordance with generally accepted accounting principles (GAAP).
- Assist in the conduct of audits in accordance with generally accepted audit standards (GAAS).
- Demonstrate familiarity with the application of computer accounting information systems software (AIS).
- Demonstrate proficiency in Microsoft Word and Excel.
- Prepare industry standard written and oral communications to include the use of Microsoft Bookkeeping and Management Software.
- Successfully complete qualification examinations for either Certified Professional Bookkeeper (CPB) or Registered Tax Return Preparer (RTRP).

Suggested Order of Classes

Fall Quarter, First Year Credits
ACCT& 201 Principles of Accounting I 5
BTEC 210 Word I 5
HR 110 Human Relations-Workplace 5
15

Winter Quarter, First Year Credits
ACCT& 202 Principles of Accounting II 5
BTEC 214 Excel I 5
BUS 121 Business Math 5
ENGL 101 English Composition 5
BTEC 221 Business Communications 5
20

Spring Quarter, First Year Credits
ACCT 130 Basic Computer Accounting 5
ECON 201 Microeconomics 5
ECON 202 Macroeconomics 5
HLTH 130 Health and Wellness 5
HLTH 145 Safety and Fitness 3
16

Fall Quarter, Second Year Credits
ACCT 260 Individual Income Tax 5
BUS& 101 Intro to Business 5
BUS 215 Principles of Finance 5
15

Winter Quarter, Second Year Credits
ACCT 240 Business Entity Tax 5
ACCT 270 Payroll Accounting 3
BTEC 211 Business Communications 5
T5

Emphasis: Accounting Clerk
Degree: Certificate of Proficiency

PURPOSE: This 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 for 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.
Programs of Study

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT &amp; BUS</td>
<td>201</td>
<td>Principles of Accounting I 5</td>
</tr>
<tr>
<td>BTEC</td>
<td>201</td>
<td>Business Law 5</td>
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<tr>
<td>BTEC</td>
<td>120</td>
<td>Business Math 3</td>
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<td>Winter Quarter</td>
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<tr>
<td>ACCT &amp; BUS</td>
<td>202</td>
<td>Principles of Accounting II 5</td>
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<tr>
<td>BTEC</td>
<td>210</td>
<td>Word 5</td>
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<td>Ten-Key 1</td>
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<td>H R</td>
<td>110</td>
<td>Human Relations-Workplace 5</td>
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<td>Spring Quarter</td>
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<td>ANTH</td>
<td>206</td>
<td>Cultural Anthropology 5</td>
</tr>
<tr>
<td>Science Distribution***</td>
<td>5</td>
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<tr>
<td>Social Science Distribution</td>
<td>5</td>
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<tr>
<td>Winter Quarter</td>
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<tr>
<td>ANTH</td>
<td>215</td>
<td>Bioanthropology 5</td>
</tr>
<tr>
<td>Elective</td>
<td>2-5</td>
<td>Health &amp; Fitness Division 3</td>
</tr>
<tr>
<td>Social Science Distribution</td>
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<tr>
<td>Spring Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH</td>
<td>225</td>
<td>Cultural &amp; Ethnic Pluralism 5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>Humanities Distribution*</td>
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<tr>
<td>Fall Quarter, Second Year</td>
<td>Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>ANTH</td>
<td>100</td>
<td>Survey of Biology 5</td>
</tr>
<tr>
<td>Additional Sciences**</td>
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<td>Spring Quarter, Second Year</td>
<td>Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>BIOL</td>
<td>221</td>
<td>Majors Ecology/Evolution 5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Health &amp; Fitness Division 3</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL</td>
<td>222</td>
<td>Majors Cell/Molecular 5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>Health &amp; Fitness Division 3</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL</td>
<td>223</td>
<td>Majors Organismal Phys 5</td>
</tr>
<tr>
<td>Elective</td>
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</tr>
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</table>

Acting

See Dramatic Arts

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 in agricultural development and educational reform or as a consultant, planner, market analyst, survey researcher, forensic scientist, or refugee coordinator.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH</td>
<td>100</td>
<td>Survey of Anthropology 5</td>
</tr>
<tr>
<td>ENGL</td>
<td>101</td>
<td>English Composition I 5</td>
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<tr>
<td>Humanities Distribution*</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH</td>
<td>210</td>
<td>Indians of North America 5</td>
</tr>
<tr>
<td>ENGL</td>
<td>102</td>
<td>Composition II 5</td>
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<td>Spring Quarter, First Year</td>
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<tr>
<td>ANTH</td>
<td>235</td>
<td>Myth, Ritual and Magic 5</td>
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<tr>
<td>Quantitative Skills Distribution**</td>
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<tr>
<td>Science Distribution***</td>
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Fall Quarter, Second Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 206 Cultural Anthropology</td>
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</table>

Winter Quarter, Second Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 215 Bioanthropology</td>
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<td>2-5</td>
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<tr>
<td>Health &amp; Fitness Division</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Distribution</td>
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</table>

Spring Quarter, Second Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 225 Cultural &amp; Ethnic Pluralism</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Humanities Distribution*</td>
<td>5</td>
</tr>
</tbody>
</table>

* A language is strongly recommended.
** MATH & 146 Introduction to Stats is recommended.
*** BIOL & 100 Survey of Biology recommended.

Anthropology majors are encouraged to develop a broad base in the social sciences to include SOC & 101 Intro to Sociology, PSYC & 100 General Psychology or HIST & 116 Western Civilization I.

Art

See Fine Arts or Graphic Design

Astronomy

See Earth Science

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.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>161</td>
<td>General Chem w/lab I 6</td>
</tr>
<tr>
<td>ENGL</td>
<td>101</td>
<td>English Composition I 5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>Health &amp; Fitness Division 3</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>163</td>
<td>General Chem w/lab III 6</td>
</tr>
<tr>
<td>MATH</td>
<td>151</td>
<td>Calculus I 5</td>
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<tr>
<td>Humanities Distribution</td>
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<td></td>
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<tr>
<td>Social Science Distribution</td>
<td>5</td>
<td></td>
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<tr>
<td>Spring Quarter, Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL</td>
<td>221</td>
<td>Majors Ecology/Evolution 5</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>Health &amp; Fitness Division 3</td>
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</table>

Fall Quarter, Second Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 222 Majors Cell/Molecular</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

* Students requiring Precalculus I (MATH & 141) or Precalculus II (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, or additional math classes at the pre-calculus level, statistics, or additional calculus.

Emphasis: Animal Biology (Zoology)/Plant Biology (Botany)

Degree: Associate in Science

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 science, fisheries or wildlife management.

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

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
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<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>161</td>
<td>General Chem w/lab I 6</td>
</tr>
<tr>
<td>ENGL</td>
<td>101</td>
<td>English Composition I 5</td>
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Spring Quarter, First Year

Credits

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 162 General Chem w/lab II</td>
<td>6</td>
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<tr>
<td>ENGL 102 Composition II</td>
<td>OR</td>
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<tr>
<td>ENGL 235 Technical Writing</td>
<td>5</td>
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Winter Quarter, First Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 163 General Chem w/lab III</td>
<td>6</td>
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<tr>
<td>MATH 151 Calculus I 5</td>
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<tr>
<td>Humanities Distribution</td>
<td>OR</td>
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<td>Social Science Distribution</td>
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</tbody>
</table>

Fall Quarter, Second Year

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 221 Majors Ecology/Evolution</td>
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<td>Elective</td>
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<tr>
<td>Humanities Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
</tbody>
</table>

* Students requiring Precalculus I (MATH & 141) or Precalculus II (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, or additional math classes at the pre-calculus level, statistics, or additional calculus.
### Biology Education

**Degree:** Associate in Science-MRP

**Purpose:** This is intended to prepare students who want to be secondary biology teachers for university transfer. Students who complete this degree will have completed some general education requirements as well as most of the prerequisites for a major in biology.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Quarter, First Year</td>
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<tr>
<td>Winter Quarter, First Year</td>
<td></td>
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<td>Spring Quarter, Second Year</td>
<td></td>
<td>10-12</td>
</tr>
<tr>
<td>Summer Quarter, First Year</td>
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<td>15-16</td>
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</table>

### Business

**Emphasis:** Business Administration

**Degree:** Associate in Business-MRP

**Purpose:** Designed for students who plan to transfer to a four-year college or university to complete a bachelor’s degree in business.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
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<td>15-16</td>
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<tr>
<td>Winter Quarter, First Year</td>
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<td>15-16</td>
</tr>
<tr>
<td>Spring Quarter, Second Year</td>
<td></td>
<td>10-12</td>
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</table>

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**Business Administration**

**Emphasis:** Business Administration

**Degree:** Associate in Business-MRP

**Purpose:** The Associate in Applied Science with a Business Administration Emphasis of Management, provides students with a broad exposure to the principles and philosophies of business and management. Successful completion of the two-year program will help facilitate the process of graduates pursuing meaningful careers in a dynamic, changing business environment. It will also satisfy the requirements necessary for students to pursue additional advanced degrees.

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

- Prepare statements to monitor, evaluate, and assess financial performance of the entity.
- Improve the performance of the entity by using tools of pricing, promotion, product development, and distribution.
- Apply quantitative methods for critical thinking and problem solving.
- Formulate a personal code of ethical behavior as it relates to a modern business environment.
- Provide technology to access information from various sources.
- Work independently.
- Respond to changing business climates.
- Recognize and analyze how general (macro) and specific (micro) economic forces shape the environment of business and decision making.
- Research, analyze, and report to both an internal and/or external evaluator.
- Accomplish group-oriented tasks where members are collectively responsible for the management and project outcome.
<table>
<thead>
<tr>
<th>Quarter/Year</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td>ACCT 203</td>
<td>Principles of Accounting III</td>
<td>5</td>
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<tr>
<td></td>
<td>BUS 132</td>
<td>Entrepreneurship</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BUS &amp; 201</td>
<td>Business Law</td>
<td>5</td>
</tr>
</tbody>
</table>

| Fall Quarter, Second Year | BUS 215 | Principles of Finance | 5 |
| | BUS 220 | Principles of Marketing | 5 |
| | HR 110 | Human Relations-Workplace | 5 |

| Winter Quarter, Second Year | ENGL & 110 | English Composition I | 5 |
| | BTEC 221 | Business Communications | 5 |
| | SPEE 110 | Principles of Speech | 5 |
| | SPEE 220 | Theory & Practice of Speaking | 5 |
| | HR 210 | Human Resource Management | 5 |

| Spring Quarter, First Year | BUS 250 | Project Management | 5 |
| | BUS 275 | Principles of Management*** | 5 |
| | ECON & 201 | Microeconomics | OR |
| | ECON & 202 | Macroeconomics | 5 |

*Students going into BASM take MATH & 146 Intro to Statistics.
**Students going into BASM take ENGL & 101.
***Students going into BASM take Science Distribution course.

### Medical Administrative Assistant

**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 advanced features in word processing software.
- Write business letters, memos, reports, tables, and newsletters to office standards.
- Compose business letters, memos, resumes, and letters of application.
- Organize data using business math and practical accounting.
- Analyze and calculate data using spreadsheet software.
- Enter and organize data using database software.
- Obtain a first aid and CPR certificate.
- Operate a 10-key electronic calculator by touch.
- 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.
- Use medical terms correctly.
- Demonstrate an understanding of human biology.
- Transcribe medical documents from recorded dictation.
- Enter patient record information using electronic software.
- Demonstrate an understanding of the Health Insurance Portability and Accounting Act.
- Possess a basic understanding of medical office procedures using medical charts and records, electronic medical records, receiving visitors, scheduling appointments, and confidentially in a medical office.

### Business Office Technology

**Emphasis:** Administrative Assistant

**Degree:** Associate in Technical Arts

**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.

### Business Office Technology

**FIRST YEAR**

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Quarter/Year</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td>BTEC 102</td>
<td>Skillbuilding I</td>
<td>3</td>
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<td>BTEC 110</td>
<td>Business English</td>
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<td>BTEC 220</td>
<td>Ten Key</td>
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<td></td>
<td>BTEC 233</td>
<td>Files Management</td>
<td>3</td>
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<tr>
<td></td>
<td>HR 110</td>
<td>Human Relations-Workplace</td>
<td>5</td>
</tr>
</tbody>
</table>

| Winter Quarter, First Year | BUS & 201 | Business Law | 5 |
| | BTEC 210 | Word I | 5 |
| | BTEC 221 | Business Communications | 5 |
| | HLTH | Safety & Fitness | 3 |

| Spring Quarter, First Year | BTEC 120 | Business Math | 3 |
| | BTEC 219 | Word II | 4 |
| | ENGL & 101 | English Composition I | 5 |
| | SPEE 101 | Medical Transcription | 3 |

### Administrative Assistant

**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 advanced features in word processing software.
- Write business letters, memos, reports, tables, and newsletters to office standards.
- Compose business letters, memos, resumes, and letters of application.
- Organize data using business math and practical accounting.
- Analyze and calculate data using spreadsheet software.
- Enter and organize data using database software.
- Obtain a first aid and CPR certificate.
- Operate a 10-key electronic calculator by touch.
- 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.
- Use medical terms correctly.
- Demonstrate an understanding of human biology.
- Transcribe medical documents from recorded dictation.
- Enter patient record information using electronic software.
- Demonstrate an understanding of the Health Insurance Portability and Accounting Act.
- Possess a basic understanding of medical office procedures using medical charts and records, electronic medical records, receiving visitors, scheduling appointments, and confidentially in a medical office.

### Suggested Order of Classes

<table>
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<tr>
<th>Quarter/Year</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, Second Year</td>
<td>ACCT 110</td>
<td>Practical Accounting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BIOL &amp; 170</td>
<td>Human Biology</td>
<td>5</td>
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<tr>
<td></td>
<td>BTEC 191</td>
<td>Work Experience Seminar</td>
<td>1</td>
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<td></td>
<td>BTEC 203</td>
<td>Skillbuilding II</td>
<td>3</td>
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<tr>
<td></td>
<td>BTEC 212</td>
<td>Access I</td>
<td>3</td>
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</tbody>
</table>

| Winter Quarter, Second Year | BTEC 190 | Cooperative Work Experience | 5 |
| | BTEC 261 | Medical Office Procedures | 5 |
| | BTEC 263 | Medical Transcription | 4 |

| Spring Quarter, Second Year | BTEC 260 | Medical Terminology | 4 |
| | BTEC 214 | Excel I | 5 |
| | BTEC 215 | Word II | 5 |
| | BTEC 221 | Business Communications | 5 |

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**Program Outcomes**

Students who successfully complete this program should be able to:

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- Operate a 10-key electronic calculator by touch.
- 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.
- Use medical terms correctly.
- Demonstrate an understanding of human biology.
- Transcribe medical documents from recorded dictation.
- Enter patient record information using electronic software.
- Demonstrate an understanding of the Health Insurance Portability and Accounting Act.
- Possess a basic understanding of medical office procedures using medical charts and records, electronic medical records, receiving visitors, scheduling appointments, and confidentially in a medical office.
• Possess a basic understanding of receiving office visitors, using the telephone, scheduling appointments, customer service, and confidentiality skills in an office.

• Develop effective presentations using presentation software.

• Develop effective communications skills using electronic software.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter, Second Year</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 214 Excel I</td>
<td>5</td>
</tr>
<tr>
<td>CNT 117 Windows Workstation</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter, Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 120 Practical Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 191 Work Experience Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 203 Skillbuilding II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 212 Access II</td>
<td>3</td>
</tr>
<tr>
<td>BTEC 225 Excel II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter, Second Year</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 205 Outlook</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 216 Access II</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 222 PowerPoint Module I</td>
<td>1</td>
</tr>
<tr>
<td>BTEC 224 Office Procedures</td>
<td>5</td>
</tr>
</tbody>
</table>

**Business Office Technology**

**ONE-YEAR PROGRAMS**

**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.
- Possess a basic understanding of reception office visitors, using the telephone, scheduling appointments, customer service, and confidentiality skills in an office.
- Develop effective presentations using presentation software.
- Develop effective communications skills using electronic software.
- Demonstrate the ability to relate effectively with others in the classroom.
- Use medical terms correctly.
- Obtain a first aid and CPR certificate.
- Demonstrate an understanding of human biology.
- 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.
- Prepare documents using word processing software.

**Suggested Order of Classes**

<table>
<thead>
<tr>
<th>Fall Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 107 Electronic Medical Records</td>
</tr>
<tr>
<td>ACCT 160 Records Confidentiality</td>
</tr>
<tr>
<td>BTEC 102 Skillbuilding I</td>
</tr>
<tr>
<td>BTEC 203 Medical Terminology</td>
</tr>
<tr>
<td>H R 110 Human Relations-Workplace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 110 Business English</td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
</tr>
<tr>
<td>BTEC 233 Files Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC 120 Applied Business Math</td>
</tr>
<tr>
<td>BTEC 261 Medical Office Procedures</td>
</tr>
<tr>
<td>HLTH 145 Safety &amp; Fitness</td>
</tr>
</tbody>
</table>

**Emphasis:** Office Assistant Degree

**Degree:** Certificate of Proficiency

**PURPOSE:** This program prepares students for entry-level employment as office assistants. 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.
- Use medical terms correctly.
- Obtain a first aid and CPR certificate.
- Demonstrate an understanding of human biology.
- 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.
- Prepare documents using word processing software.

**Chemistry**

**Emphasis:** Chemistry Degree

**Degree:** Associate in Science

**PURPOSE:** This program is 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.

<table>
<thead>
<tr>
<th>Fall Quarter Credits</th>
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</thead>
<tbody>
<tr>
<td>BTEC 120 Applied Business Math</td>
</tr>
<tr>
<td>BTEC 205 Outlook</td>
</tr>
<tr>
<td>BTEC 219 Word II*</td>
</tr>
<tr>
<td>BTEC 222 PowerPoint Module</td>
</tr>
<tr>
<td>BTEC 224 Office Procedures</td>
</tr>
</tbody>
</table>

*ACCT 130 QuickBooks may be substituted for students wanting more accounting.
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, pre-calculus, chemistry and physics in high school you are prepared to enter Precalculus Refresher (MATH& 135) and General College Chemistry (CHEM& 161) and completion of your program in four years is possible.

**Suggested Order of Classes**

### Fall Quarter, First Year Credits
- **ENGL & 101** English Composition I 5
- **CHEM & 161** General Chem w/lab I 6
- **MATH & 118** Linear Algebra 5

### Winter Quarter, First Year Credits
- **CHEM & 162** General Chem w/lab II 6
- **MATH & 151** Calculus I 5
- **SPEE 110** Prin of Speech Communication 5
- **Health & Fitness Distribution** 1

### Spring Quarter, First Year Credits
- **CHEM & 163** General Chem 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
- **PHYS & 221** Engineering Physics I 5
- **Humanities Distribution OR Social Science Distribution** 5
- **Health & Fitness Distribution** 1

### 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
- **MATH & 212** Elem Differential Equations 5
- **PHYS & 223** Engineering Physics III 5

### Chiropractic

**See Pre-Chiropractic, Pre-Physical Therapy**

### Civil Engineering

**Emphasis:** Civil Engineering Technology

**Degree:** Associate in Technical Arts

PURPOSE: The Associate in Technical Arts degree in Civil Engineering Technology focuses on engineering tasks related to the planning, design, and construction of land development projects in both the public and private sectors.

Civil Engineering Technology coursework prepares students for a range of entry-level employment positions as a field survey technician, civil engineering design technician, construction inspector, or construction material testing technician.

**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 storm water 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**

### Fall Quarter, First Year Credits
- **BTEC 214** Excel I 5
- **CET 100** Intro Civil Engineering 2
- **CET 112** Computer Aided Drafting I* 5
- **CET 120** Surveying I 5
- **MATH 100** Technical Math I ** 5

### Winter Quarter, First Year Credits
- **CET 113** Computer Aided Drafting II* 5
- **CET 121** Surveying II 5
- **MATH 110** Technical Math II** 5
- **PHYS & 100** Physics: Non-Sci Majors 5

### Spring Quarter, First Year Credits
- **CET 114** Computer Aided Drafting III* 5
- **CET 122** Surveying III 4
- **CET 132** Survey Computation 3
- **ENGL & 101** English Composition I 5
- **GEOL 100** Geology for Engineering 3

### Fall Quarter, Second Year Credits
- **CET 240** Engineering Mechanics I 5
- **CET 250** Construction Materials 3
- **CET 260** Hydraulics 5
- **H R 110** Human Relations-Workplace 5

### Winter Quarter, Second Year Credits
- **CET 210** Civil Software Applications 2
- **CET 251** Soil Mechanics 5
- **CET 261** Environmental Engineering 5
- **CET 262** Stormwater Management 5

### Spring Quarter, Second Year Credits
- **CET 252** Highway Engineering 5
- **CET 270** Elements of Design 5
- **CET 271** Land Planning & Permitting 2
- **Health & Fitness Distribution** 3

*Students completing CET 112, 113, and 114 are eligible for a “Certificate of Completion –Computer Aided Drafting (CAD)” *spring quarter First Year Math& 141 - Precalculus I is recommended but optional. Students must earn a 2.0 or better in each CET class to progress in the program.

**Emphasis:** Land Survey Technician

**Degree:** Certificate of Proficiency

PURPOSE: Designed for students who only want a Land Surveying credential. Courses in this certificate may be part of the first year of a Civil Engineering ATA degree.

**PROGRAM OUTCOMES:** Students who successfully complete this program should be able to:
- Demonstrate proven field safety actions, including: appropriate clothing and protective equipment, use of protective devices provided, lift, carry and safely in field conditions, avoid actual and potential hazards, recognize and alert coworkers to all observed risks.
- Exhibit fully reliable work habits, consistent with established employment norms for presence, punctuality, and timely task completion with acceptable quality.
- Demonstrate proper care and handling of sensitive measuring equipment.
- Participate in trigonometric leveling operations correct to within one tenth of a foot.
- Perform necessary field calculations to stakeout a horizontal curve.
- Diagram section subdivisions in relation to the section, township, range, standard parallel, guide meridian, base line and principle meridian.

**Suggested Order of Classes**

### Fall Quarter Credits
- **CET 112** Computer Aided Drafting I 5
- **CET 120** Surveying I 5
- **H R 110** Human Relations-Workplace 5
- **MATH 100** Technical Math I 5

### Winter Quarter Credits
- **CET 240** Engineering Mechanics I 5
- **CET 250** Construction Materials 3
- **CET 260** Hydraulics 5
- **H R 110** Human Relations-Workplace 5

### Spring Quarter Credits
- **CET 252** Highway Engineering 5
- **CET 270** Elements of Design 5
- **CET 271** Land Planning & Permitting 2
- **Health & Fitness Distribution** 3
**Winter Quarter Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CET 113</td>
<td>Computer-Aided Drafting II</td>
<td>5</td>
</tr>
<tr>
<td>CET 121</td>
<td>Survey II</td>
<td>5</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Written Communications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Technical Math II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Quarter Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CET 101</td>
<td>Flaggling Certification</td>
<td>1</td>
</tr>
<tr>
<td>CET 114</td>
<td>Computer-Aided Drafting III</td>
<td>5</td>
</tr>
<tr>
<td>CET 122</td>
<td>Survey III</td>
<td>4</td>
</tr>
<tr>
<td>CET 132</td>
<td>Survey Computations</td>
<td>3</td>
</tr>
</tbody>
</table>

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-Aided Drafting

**Emphasis:** Computer-Aided Drafting  
**Degree:** Certificate of Completion

**PURPOSE:** This program designed for individuals who are currently in a technical profession and desire to upgrade skills in computer-aided drafting technology. Upon successful completion, the individual will have developed solid technical skill with CAD in their current profession.

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

- Import and edit survey points.
- Create a surface.
- Utilize paper space, model space and multiple viewports.
- Create and label contours.
- Calculate cut and fill items.

<table>
<thead>
<tr>
<th>Fall Quarter, First Year Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL &amp; 101 English Composition I</td>
</tr>
<tr>
<td>MATH &amp; 141 Precalculus I</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
</tr>
<tr>
<td>Humanities Distribution</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year Credits**

| ENGL & 102 Composition II       | 5        |
| MATH & 142 Precalculus II       | 5        |
| Social Science Distribution     | 5        |
| **Total**                       | **15**   |

**Spring Quarter, First Year Credits**

| CS & 131 C++ Programming OR    | 5        |
| CS & 141 Java: Object Oriented Programming | 5 |
| MATH & 151 Calculus I          | 5        |
| Humanities Distribution        | 5        |
| **Total**                       | **15**   |

**Fall Quarter, Second Year Credits**

| PHYS & 221 Engineering Physics I | 5        |
| Elective                         | 5        |
| Social Science Distribution      | 5        |
| **Total**                       | **15**   |

**Winter Quarter, Second Year Credits**

| Elective                         | 5        |
| Humanities Distribution          | 5        |
| Science Distribution             | 5        |
| **Total**                       | **15**   |

**Spring Quarter, Second Year Credits**

| MATH & 228 Discrete Mathematics  | 5        |
| Science Distribution             | 5        |
| Social Science Distribution      | 5        |
| **Total**                       | **15**   |

### Computer Science Technology

**Emphasis:** Computer Science  
**Degree:** Associate in Arts

**PURPOSE:** For students interested in transferring to a four-year college or university to complete a bachelor’s degree in computer science.

If you are not well prepared in high school math at least through a second year algebra course (following geometry), you should plan, with your advisor, a three-year program to prepare you 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.

The given sequence begins with MATH & 141, Precalculus I. If possible, start with MATH & 151, Calculus I.

Except for the sequences of mathematics, physics, and English Composition, the order in which courses are taken is not important.

It is extremely important that you, the student, identify the institution you intend to transfer to as soon as possible as some computer science programs have specific general education requirements and prerequisites.

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

- Script static web pages.
- Code dynamic web pages.
- Install & operate simple web servers.
- Install and configure routers in small-scale networks using RIP, OSPF and/or IGRP.
- Install & configure security programs.
- Install and configure TCP/IP protocols.

### Suggested Order of Classes

**Fall Quarter, First Year Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT 117</td>
<td>Windows Workstation OS</td>
<td>2</td>
</tr>
<tr>
<td>CST 224</td>
<td>Java</td>
<td>5</td>
</tr>
<tr>
<td>ERA 150</td>
<td>Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Technical Math I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, First Year Credits**

| CNT 118     | Windows OS II              | 5       |
| CST 230     | Java: Server Side Prog. I  | 5       |
| ELT 115     | DC Electronics             | 5       |
| HLT 145     | Safety & Fitness           | 3       |

**Spring Quarter, First Year Credits**

| CNT 204     | XML                        | 3       |
| CST 220     | Apache/Tomcat Web Server   | 4       |
| CS & 131    | C++ Programming            | 5       |
| ELT 212     | Computer Electronics I     | 4       |

**Fall Quarter, Second Year Credits**

| CST 136     | Linux                      | 3       |
| ELT 222     | Computer Electronics II    | 4       |
| ELT 238     | Network Technology I       | 4       |
| ERA 230     | Robotics II                | 4       |

**Winter Quarter, Second Year Credits**

| CST 137     | Linux II                   | 3       |
| CST 232     | C                         | 4       |
| ELT 242     | Network Technology II      | 4       |
| H R 110     | Human Relations-Workplace  | 5       |

* Students interested in fulfilling BASM program admission requirements should take ENGL & 101.

### Construction Management

**Emphasis:** Construction Management  
**Degree:** Associate in Construction-MRP

**PURPOSE:** 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.

### Suggested Order of Classes

#### Fall Quarter, First Year Credits
- ACCT& 201 Principles of Accounting I 5
- ENGL& 101 English Composition I 5
- MATH& 146 Introduction to Stats 5
- Health & Fitness Distribution 1

#### Winter Quarter, First Year Credits
- ACCT& 202 Principles of Accounting II 5
- ENGL& 235 Technical Writing* OR ENGL& 102 Composition II* 5
- ENGR& 111 Engineering Graphics 2
- MATH& 151 Calculus I 5

#### Spring Quarter, First Year Credits
- ACCT& 203 Principles of Accounting III 5
- BUS& 201 Business Law 5
- MATH& 152 Calculus II 5
- Humanities Distribution 5

#### Fall Quarter, Second Year Credits
- ENGR& 214 Statics* 5
- PHYS& 221 Engineering Physics I 5
- CHEM& 161 General Chemistry I* 6

#### Winter Quarter, Second Year Credits
- ECON& 201 Microeconomics 5
- GEOL& 101 Intro to Physical Geology 5
- PHYS& 222 Engineering Physics II 5
- Health & Fitness Distribution 1

#### Spring Quarter, Second Year Credits
- ECON& 202 Macroeconomics* OR Social Science Distribution 5
- SPEE 110 Prin of Speech Communication OR SPEE 220 Theory & Practice of Public Speaking 5
- Humanities Distribution 5
- Health & Fitness Distribution 1

*Select course as appropriate for intended transfer institution.

### Criminal Justice

**Emphasis:** Criminal Justice

**Degree:** Associate in Technical Arts

**Program:** Designed to meet the educational needs of both working professionals and those seeking new employment in a variety of law enforcement and correctional agencies. Cooperative education components will be designed with local or state law enforcement agencies, correctional institutions, or social service support agencies. Courses offered in a variety of formats to accommodate the schedules of traditional and non-traditional students. Cooperative education components offered in partnership with regional law enforcement agencies, adult and juvenile correctional institutions.

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

- Discuss and demonstrate basic procedures related to the fields of law enforcement and corrections.
- Utilize knowledge about state and federal laws that impact law enforcement and corrections in decision making.
- Understand and discuss the difference in relationships between law enforcement in the community and other legal entities.
- Understand and describe the relationships that exist between the various law enforcement agencies, corrections, and the courts systems and at the local, state and federal levels of government.
- Discuss ethics as related to law enforcement and corrections.

### Suggested Order of Classes

#### Fall Quarter, Every Year Credits
- CJ& 101 Intro to Criminal Justice 5
- CJ 103 Constitutional Case Law 5
- CJ& 105 Intro to Corrections 5
- MATH 100 Technical Math 5

#### Winter Quarter, Every Year Credits
- CJ 104 Intro to Law Enforcement 5
- CJ 107 Criminal Procedures 5
- CJ 224 Interview & Interrogation 5
- COMM 101 Written Communications 3

#### Spring Quarter, Every Year Credits
- CJ 109 Community Policing 5
- CJ& 110 Criminal Law 5
- CJ 111 Criminal Justice Ethics 5
- CJ 116 Community Corrections 5
- P E 229 Physical Fitness Concepts 3

#### Summer Quarter, Every Year Credits
- CJ& 106 Juvenile Justice 5
- CJ 114 Critical & Current Issues 5
- Humanities Distribution 5

#### Fall Quarter, Second Year Credits
- CJ& 105 Intro to Corrections OR CJ& 200 Intro to Forensic Science 5
- MATH& 107 Math in Society OR MATH& 146 Introduction to Stats 5
- Health & Fitness Distribution 3

#### Winter Quarter, Second Year Credits
- PHIL 103 Intro to Ethics 5
- Science Distribution 5
- Social Science Distribution 5

* Students interested in fulfilling BASM program admission requirements should take a Quantitative Skills course.

**Students interested in fulfilling BASM program admission requirements should take ENGL& 101.
**Emphasis:** Crime Scene Investigation  
**Degree:** Associate in Applied Science  
**Purpose:** To provide individuals with information and techniques used in forensic investigations.

**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.

**Suggested Order of Classes**

**Fall Quarter**
- CJK 240 Intro to Forensic Science 5
- MATH 100 Technical Math I 5

**Winter Quarter**
- CJ 129 Intro to Victimology 5
- CJ 224 Criminal Interviews & Interrogations 5
- COMM 101 Written Communications 3

**Spring Quarter**
- CJ 126 Homicide Investigation 5
- CJ 225 Crime Scene Technology 5
- HR 110 Human Relations-Workplace 5

**Summer Quarter**
- CJ 130 Domestic Violence & Abuse 5
- CJ 223 Felony Investigations 5
- CJ 228 Crime Scene Photography 5

**Dental Hygiene**  
See Pre-Dental Hygiene

**Dentistry**  
See Pre-Medicine, Pre-Dentistry

**Diesel Equipment Technology**

**Emphasis:** Diesel Technology  
**Degree:** Associate in Applied Science  
**Purpose:** This program is designed to prepare students for immediate employment as a technician in the maintenance, repair, or overhaul of heavy equipment (i.e., logging, construction, mining), agricultural equipment, or trucking. Centralia College has a transfer agreement partnership with Montana State University Northern, which enables a Centralia College graduate to attend the Bachelor of Science degree program in Diesel Technology at MSU Northern.

**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.

**Suggested Order of Classes**

**Fall Quarter, First Year**  
- CNT 117 Windows OS 2
- DET 100 Shop Skills 2
- DET 101 Shop Skills lab 4
- DET 126 Power Transmissions 3
- MATH 095 Basic Math* 5

**Fall Quarter, First Year (Continued)**
*If compass scoring is below college level, student will be required to take MATH 095 prior to MATH 116.

**Winter Quarter, First Year**
- DET 110 Electrical Systems I Theory 3
- DET 111 Electrical Systems I Lab 4
- DET 130 Mobile Hydraulics Theory 2
- DET 131 Mobile Hydraulics Lab 5
- MATH 116 Industrial Mathematics 5

**Winter Quarter, Second Year**
- DET 220 Engine II Theory 2
- DET 221 Engine II Lab 4
- HLTH 145 Safety & Fitness 3

**Spring Quarter, First Year**
- COMM 101 Written Communication 3
- DET 120 Engine Theory 3
- DET 121 Engine Lab 5
- WELD 151 Welding Theory for Mechanics 3
- WELD 152 Welding Procedures-Mechanics 5

**Spring Quarter, Second Year**
- DET 225 Heavy Duty Chassis Theory 4
- DET 226 Heavy Duty Chassis Lab 6
- HR 110 Human Relations-Workplace 5

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**Dramatic Arts**

**Emphasis:** Drama 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.

This course work can provide an important supplement to the work of those who plan to major in the humanities and social sciences. Dramatic experience brings insight into the complex motivation for human behavior.

For students who plan to become educators, particularly those interested in elementary and secondary school teaching, courses in drama can provide insight into methods of teaching and learning through “language arts.”

If you intend to transfer to a four-year program at a college or university in Washington State, you should see the drama advisor for information on special requirements, if any, of that school. This information may have a bearing on courses you choose to satisfy distribution requirements.

A maximum of 15 credits in DRMA 100 may be credited toward an Associate in Arts Degree. Up to 5 credits in DRAMA may be used as Humanities distribution credits.

**Suggested Order of Classes**

**Fall Quarter, First Year**
- DRMA 101 English Composition I 5
- DRMA 107 Beginning Acting 5
- ENGL 101 English Composition I 5
- ENGL 102 Composition II 5
- Social Science Distribution 5

**Winter Quarter, First Year**
- DRMA 108 Intermediate Acting 5
- DRMA 110 Stage Makeup 3
- ELECTIVE 3-5
- Science Distribution 5

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**2013-14 CENTRALIA COLLEGE CATALOG**
<table>
<thead>
<tr>
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<td>ECE&amp;D 139 Admin Early Lrng Prg</td>
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<td>HR 110 Human Relations-Workplace</td>
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<td>SOC&amp; 101 Intro to Sociology</td>
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<td><strong>Spring Quarter, Second Year</strong></td>
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<td>ECE&amp;D 132 Infants/Toddlers Care</td>
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<td>ECE&amp;D 233 ECE Practicum II</td>
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<tr>
<td><strong>Fall Quarter, Second Year</strong></td>
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<td>PSYC&amp; 100 General Psychology</td>
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**Suggested Order of Classes**

**Fall Quarter, First Year**
- ECED& 105 Intro to Early Child Ed 5
- EDU&C 130 Guiding Behavior 3
- EDU&C 150 Child/Family/Community 3
- ENGL& 101 English Composition 5

**Winter Quarter, First Year**
- EDU&C 115 Child Development 5
- ENGL& 102 Composition II 5
- Health & Fitness Distribution 1 5
- Science Distribution 5

**Spring Quarter, First Year**
- ECED& 160 Curriulum Development 5
- SOC& 101 Intro to Sociology 5
- Health & Fitness Distribution 1 5
- Humanities Distribution 5

**Fall Quarter, Second Year**
- PSYC& 100 General Psychology 5
- Science Distribution 5
- Quantitative Skills Distribution 5

**Winter Quarter, Second Year**
- ECE&D 190 Observation/Assessment 3
- SPEE 110 Principles of Speech 5
- Health & Fitness Distribution 1
- Science Distribution 5

**Spring Quarter, Second Year**
- ECED 181 Language and Literacy 5
- Humanities Distribution 5
- Social Science Distribution 5

**Emphasis: Early Childhood Education**

**Degree: Associate in Arts**

**Purpose:** The Early Childhood Education AA degree transfers to a four-year school to complete work for a bachelor's degree. Coursework can apply to the Early Childhood endorsement for Washington State teaching certification. Courses acquaint the student with terms, vocabulary, and activities pertinent to a quality experience within the early childhood education field.

Course expectations include tasks to provide a foundation and proficiency for work toward a four-year degree program in early childhood education.

**Suggested Order of Classes**

**Fall Quarter, First Year**
- ECED& 105 Intro to Early Child Ed 5
- ECED& 120 Practicum-Nurturing Rel 2
- EDUC& 130 Guiding Behavior 3
- EDUC& 150 Child/Family/Community 3
- Health & Fitness Distribution 3

**Winter Quarter, First Year**
- ENGL& 101 English Composition I 5
- OR
- COMM 101 Written Communication 3
- ECED& 170 Environments-Young Child 3
- ECED& 190 Observation/Assessment 3

**Spring Quarter, First Year**
- ECED& 160 Curriculum Development 5
- ECED 181 Language and Literacy 5
- MATH 101 Foundational Math Concepts 5
- OR
- BTEC 120 Applied Business Math 3

**Fall Quarter, Second Year**
- ECED& 107 Health/Safety/Nutrition 5
- PSYC& 100 General Psychology 5
- Humanities Distribution 5

**Winter Quarter, Second Year**
- EDU&C 136 School Age Care 3
- ECE&D 139 Admin Early Lrng Prg 3
- HR 110 Human Relations-Workplace 5
- SOC& 101 Intro to Sociology 5

**Spring Quarter, Second Year**
- ECE&D 132 Infants/Toddlers Care 3
- ECE&D 233 ECE Practicum II 5
- EDU&C 134 Family Child Care 3
- Science Distribution 5

**Emphasis: Early Childhood Education**

**Degree: Associate in Applied Science**

**Purpose:** This program 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. Some four-year institutions accept this AAS-T. Students are responsible for knowing the transfer and admission requirements of the receiving institution. Students should check with their advisor at Centralia College and a representative from the college they plan to attend. With four additional classes, this degree will transfer to any four-year institution.

**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 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>
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<tbody>
<tr>
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<td>EDUC 130 Guiding Behavior</td>
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<td>ENGL 101 English Composition I</td>
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Winter Quarter, First Year

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Spring Quarter, First Year

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<tr>
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<tr>
<td>SOC 101 Intro to Sociology</td>
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<tr>
<td>SPEE 110 Prin of Speech Communication</td>
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Fall Quarter, Second Year

<table>
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<tr>
<th>Course</th>
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<td>EDUC 150 Child/Family/Community</td>
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<td>HR 110 Human Relations-Workplace</td>
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<td>Health &amp; Fitness Distribution</td>
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Winter Quarter, Second Year

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<td>ECE&amp;D 170 Environments</td>
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<td>ECE&amp;D 190 Observation/Assessment</td>
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Spring Quarter, Second Year

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<td>ECE&amp;D 160 Curriculum Development</td>
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<td>ECE 233 ECE Practicum II</td>
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<td>PSYC 100 General Psychology</td>
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Emphasis: Early Childhood Education Degree: Initial Certificate

PURPOSE: This certificate prepares students for employment in the child care field. This certificate also increases the knowledge and skills of people who currently work with children.

The Initial Certificate is the first of 3 "stackable" certificates that provide a foundation for the state early childhood education credential and associate degree. Students may enter any quarter and participate on a part-time schedule. Students may complete the certificate program, a degree program or take a single course of special interest.

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.

Emphasis: Early Childhood Education Degree: Short Certificate

PURPOSE: The ECE Short Certificate builds on the Initial Certificate as the second "stackable certificate". At this point developing professionals have 5 choices for areas of specialization: CE Genera., Infant/Toddler Care, School-Age Child Care, Family Child Care and ECE Administration. All short certificates provide a foundation for the State ECE Credential and associate degree

PROGRAM OUTCOMES: based upon the Washington State Early Childhood Education Core Competencies, 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.

Emphasis: Early Childhood Education Degree: Certificate/State Credential

PURPOSE: The Early Childhood Education 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.

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.

Courses Credits
ECE&D 105 Intro Early Child Ed | 5
ECE&D 107 Health/Safety/Nutrition | 5
ECE&D 120 Practicum-Nurturing Rel | 2

Early Childhood Education (General)

<table>
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<td>EDUC 130 Guiding Behavior</td>
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Infant and Toddler Care

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<tr>
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<td>EDUC 115 Child Development</td>
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School-Age Care

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Family Child Care

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<td>ECE&amp;D 134 Family Child Care</td>
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Administration

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<td>ECE&amp;D 139 Admin of Early Lmg Prog</td>
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Courses Credits
ECE&D 105 Intro Early Child Ed | 5
ECE&D 107 Health/Safety/Nutrition | 5
ECE&D 120 Practicum-Nurturing Rel | 2

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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 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.

Suggested Order of Classes

Fall Quarter, First Year
- Credits
- CHEM 161 General Chem w/lab I 6
- ENGL 101 English Composition I 5
- MATH 122 Precalculus II OR 5

Winter Quarter, First Year
- Credits
- CHEM 162 General Chem w/lab II 6
- ENGL 102 Composition II OR 5
- ENGL 235 Technical Writing 5
- MATH 151 Calculus I OR 5

Spring Quarter, First Year
- Credits
- CHEM 163 General Chem w/lab III 6
- MATH 152 Calculus II OR 5
- Health & Fitness Distribution 3

Fall Quarter, Second Year
- Credits
- GEO& 101 Intro to Physical Geology 5
- PHYS& 221 Engineering Physics I OR 5
- Humanities Distribution OR 5
- Social Science Distribution 5

Winter Quarter, Second Year
- Credits
- MATH 163 Calculus III 5
- PHYS& 222 Engineering Physics II OR 5
- SPEE 110 Prin of Speech Communication 5

Spring Quarter, Second Year
- Credits
- MATH 212 Differential Equations 5
- PHYS& 223 Engineering Physics III OR 5
- Social Science Distribution 5

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

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<th>Credits</th>
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<tbody>
<tr>
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<td>ELT 115 DC Electronics</td>
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<td>ERA 150 Robotics I</td>
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<td>MATH 100 Technical Math I</td>
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<td>Winter Quarter, First Year</td>
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<tr>
<td>COMM 101 Written Communication</td>
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<td>ELT 121 AC Electronics</td>
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<tr>
<td>ERA 120 Sensor Technology</td>
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<tr>
<td>ERA 151 Mechanical Systems</td>
<td>3</td>
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<td>MATH 110 Technical Math II</td>
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<td>Spring Quarter, First Year</td>
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<tr>
<td>ELT 133 Solid State Electronics</td>
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<td>ELT 137 Power Supplies</td>
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<td>ERA 250 Automation I</td>
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<td>HLTH 145 Safety &amp; Fitness</td>
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<td>CST 224 Java</td>
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<td>ELT 212 Computer Electronics I</td>
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<td>ELT 213 Small Signal Amplifiers</td>
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<td>ERA 251 Automation II</td>
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<td>ERA 230 Robotics II</td>
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<td>ELT 235 Communication Systems</td>
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<td>ERA 270 Robotics III</td>
<td>4</td>
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<tr>
<td>H R 110 Human Relations-Workplace</td>
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Automation Maintenance Technician

**Emphasis:** Automation Maintenance Technician

**Degree:** Certificate of Proficiency

PURPOSE: This program is designed to prepare students for occupations installing and replacing electric motors, repairing and replacing electronic sensors, working with pneumatic devices, doing simple programming of Programmable Logic Controllers and servicing production lines centered around conveyor systems.

Suggested Order of Classes

<table>
<thead>
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<th>Quarter</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall Quarter, First Year</td>
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</tr>
<tr>
<td>ELT 113 Cabling and Soldering</td>
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<td>ELT 115 DC Electronics</td>
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<td>MATH 100 Technical Math I</td>
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<td>ERA 151 Mechanical Systems</td>
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<tr>
<td>Spring Quarter, First Year</td>
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<tr>
<td>ELT 201 Solid State Devices</td>
<td>5</td>
</tr>
<tr>
<td>ERA 250 Automation I</td>
<td>4</td>
</tr>
<tr>
<td>H R 110 Human Relations-Workplace</td>
<td>5</td>
</tr>
<tr>
<td>Summer Quarter, First Year</td>
<td></td>
</tr>
<tr>
<td>ELT 212 Computer Electronics I</td>
<td>5</td>
</tr>
<tr>
<td>ERA 150 Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>ERA 251 Automation II</td>
<td>4</td>
</tr>
</tbody>
</table>

Energy Technology

**Emphasis:** Energy Technology Power Operations

**Degree:** Associate in Applied Science

PURPOSE: Prepares students to compete for employment in the Power Generation Industry.

Centralia College is designated as Washington State’s Center of Excellence for Energy Technology and is supported by statewide energy industry and labor leaders. The Energy Technology 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.

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 power generating, power transmission, metering, substation operations, plant mechanics, or boiler operations.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter, First Year</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 101 English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 100 Technical Math I</td>
<td>5</td>
</tr>
<tr>
<td>PPO 100 Introduction to Energy Industry</td>
<td>5</td>
</tr>
<tr>
<td>Winter Quarter, First Year</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 235 Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH 110 Technical Math II</td>
<td>3</td>
</tr>
<tr>
<td>PPO 102 Power Generation</td>
<td>5</td>
</tr>
<tr>
<td>PPO 120 Print Reading</td>
<td>4</td>
</tr>
<tr>
<td>Spring Quarter, First Year</td>
<td></td>
</tr>
<tr>
<td>BTEC 210 Word I</td>
<td>5</td>
</tr>
<tr>
<td>BTEC 214 Excel I</td>
<td>5</td>
</tr>
<tr>
<td>PPO 103 Electric Utility Distribution</td>
<td>5</td>
</tr>
<tr>
<td>PPO 130 Industrial Safety</td>
<td>5</td>
</tr>
<tr>
<td>Summer Quarter, Optional</td>
<td></td>
</tr>
<tr>
<td>PPO 191 Power Plant Job Prep</td>
<td>4</td>
</tr>
</tbody>
</table>
### Programs of Study

**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 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**
- CHEM& 161 General Chem w/lab I 6
- ENGL& 101 English Composition I 5
- ENGR 100 Intro to Engineering 2
- Elective, Humanities, or Social Science Distribution 5

**Winter Quarter, First Year**
- CHEM& 162 General Chem w/lab II 6
- MATH& 151 Calculus I 5
- Health & Fitness Distribution 3

**Spring Quarter, First Year**
- CHEM& 163 General Chem w/lab III 6
- MATH& 152 Calculus II 5
- Elective, Humanities, or Social Science Distribution 5

**Fall Quarter, Second Year**
- CHEM& 261 Organic Chemistry I 6
- PHYS& 221 Engineering Physics I 5
- Elective, Humanities, or Social Science Distribution 5

**Winter Quarter, Second Year**
- MATH& 163 Calculus III 5
- PHYS& 222 Engineering Physics II 5
- Elective, Humanities, or Social Science Distribution 5

**Spring Quarter, Second Year**
- MATH 212 Differential Equations 5
- PHYS& 223 Engineering Physics III 5
- ENGR& 214 Statics 5

If you need review prior to Calculus I (MATH& 151), you may take Precalculus Refresher (MATH 135) fall quarter, first year. Check for specific prerequisite for transfer institutions, particularly natural science and foreign language requirements.

Choose one elective from CS& 131, 141, MATH 118, 264, BIOL& 221, CHEM& 262

### Engineering

**Emphasis:** Bioengineering and Chemical Engineering

**Degree:** Associate in Science-MRP

**Purpose:** The Bio/Chemical Engineering Associate in Science degree is a pre-engineering Major Related Program designed for students transferring to a four-year college or university 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**
- CHEM& 161 General Chem w/lab I 6
- ENGL& 101 English Composition I 5
- ENGR 100 Intro to Engineering 2
- Elective, Humanities, or Social Science Distribution 5

**Winter Quarter, First Year**
- CHEM& 162 General Chem w/lab II 6
- MATH& 151 Calculus I 5
- Health & Fitness Distribution 3

**Spring Quarter, First Year**
- CHEM& 163 General Chem w/lab III 6
- MATH& 152 Calculus II 5
- Elective, Humanities, or Social Science Distribution 5

**Fall Quarter, Second Year**
- CHEM& 261 Organic Chemistry I 6
- PHYS& 221 Engineering Physics I 5
- Elective, Humanities, or Social Science Distribution 5

**Winter Quarter, Second Year**
- MATH& 163 Calculus III 5
- PHYS& 222 Engineering Physics II 5
- Elective, Humanities, or Social Science Distribution 5

**Spring Quarter, Second Year**
- MATH 212 Differential Equations 5
- PHYS& 223 Engineering Physics III 5
- ENGR& 214 Statics 5

If you need review prior to Calculus I (MATH& 151), you may take Precalculus Refresher Fall Quarter, first year.

**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 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. 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**
- CHEM& 161 General Chem w/lab I 6
- ENGL& 101 English Composition I 5
- ENGR 100 Intro to Engineering 2
- Social Science Distribution 5

**Winter Quarter, First Year**
- CHEM& 162 General Chem w/lab II 6
- MATH& 151 Calculus I 5
- Health & Fitness Distribution 3

**Spring Quarter, First Year**
- CHEM& 163 General Chem w/lab III 6
- MATH& 152 Calculus II 5
- Elective, Humanities, or Social Science Distribution 5

**Fall Quarter, Second Year**
- MATH& 151 Calculus I 5
- ENGL& 235 Technical Writing 5
- Health & Fitness Distribution 3
- Social Science Distribution 5

**Winter Quarter, Second Year**
- MATH& 152 Calculus II 5
- MATH& 153 Calculus III 5
- Humanities Distribution 5

**Spring Quarter, Second Year**
- MATH& 163 Calculus III 5
- PHYS& 222 Engineering Physics II 5
- Counseling and Communication 3
### Environmental Studies

**Emphasis:** Environmental Studies  
**Degree:** Associate in Arts

PURPOSE: The AS degree with an emphasis 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>CHEM&amp; 162 General Chem w/lab I</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENVS&amp; 100 Survey of Enviro Science</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 221, 222, 223; BOTA 113, 150; GEOG 200; and GEOL 108, 208</td>
<td>T3</td>
</tr>
</tbody>
</table>

#### Winter Quarter, First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 163 General Chem w/lab II</td>
<td>6</td>
</tr>
<tr>
<td>ENGL&amp; 101 Intro to Physical Geology</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 214 Pre Calif 2</td>
<td>T6</td>
</tr>
</tbody>
</table>

#### Spring 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 English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENVS&amp; 100 Survey of Enviro Science</td>
<td>5</td>
</tr>
<tr>
<td>ENVS&amp; 100 Survey of Enviro Science</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 221, 222, 223; BOTA 113, 150; GEOG 200; and GEOL 108, 208</td>
<td>T3</td>
</tr>
</tbody>
</table>

### Exercise Science

**Emphasis:** Physical Education, Health and Recreation

See Physical Education, Health and Recreation

**Notes:**
- Check for specific prerequisite for transfer institutions, particularly natural science and foreign language requirements.
- Recommend choosing one from the following:
- Select three Social Science distribution classes, one class from each of the following disciplines: ANTH& 100, 206, 225, OR GEOG& 200
- ECON& 202 or ECON& 201
- POLS& 101 OR POLS& 202
Programs of Study

Fine Arts

Emphasis: Fine Arts
Degree: Associate in Arts

PURPOSE: The AA degree with a Fine Arts emphasis is designed 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 Credits
ART&  100 Art Appreciation 5
ART    110 Design 4
Humanities Distribution 5

Winter Quarter, First Year Credits
ART    111 Sculpture 5
ENGL&  101 English Composition I 5
Social Science Distribution 15

Spring Quarter, First Year Credits
ART    102 Drawing I 5
ENGL&  102 Composition II 5
Science Distribution 5

Fall Quarter, Second Year Credits
ART    200 Art History: Ancient 5
Science Distribution 5
Quantitative Skill 5

Winter Quarter, Second Year Credits
ART    201 Art History: 15th-17th C 5
Health & Fitness Distribution 3
Science Distribution 5
Social Science Distribution 3

Spring Quarter, Second Year Credits
ART    202 Art History: 18th-20th C 5
Humanities Distribution 5
Social Science Distribution 5

Foreign Languages

Emphasis: Chinese
French
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 Chinese, French, 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 just a few possibilities.

Fall Quarter, First Year Credits
CHIN&, FRCH&, or SPAN& 121 5
ENGL&  101 English Composition I 5
Quantitative Skill 5

Winter Quarter, First Year Credits
CHIN&, FRCH&, or SPAN& 122 5
ENGL&  102 Composition II 5
ANTH&  206 Cultural Anthropology 5
Health & Fitness Distribution 1

Spring Quarter, First Year Credits
CHIN&, FRCH&, or SPAN& 123 5
SPEE  250 Intercultural Communications 5
Science Distribution 5

Fall Quarter, Second Year Credits
SPAN&  221 Spanish IV 5
Elective (for Chinese and French majors) 5
Humanities Distribution 5
Social Science Distribution 5
Health & Fitness Distribution 1

Winter Quarter, Second Year Credits
SPAN&  222 Spanish VI (for Spanish majors) 5
Elective (for Chinese and French majors) 5
Humanities Distribution 5
Science Distribution 5
Health & Fitness Distribution 1

Spring Quarter, Second Year Credits
SPAN&  223 Spanish VI (for Spanish majors) 5
Elective (for Chinese and French majors) 5
Science Distribution 5

To qualify for this degree students must complete a minimum of 90 credits in courses numbered 100 or above.

Foreign language majors are encouraged to include courses in Anthropology, Political Science, Business, Education, Criminal Justice or Medical and Legal Terminology, depending on focus.

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 be secondary 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 Credits
CHEM&  161 General Chem w/lab I 6
ENGL&  101 English Composition I 5
Health & Fitness Distribution 1
Humanities or Social Science Distribution 5

Winter Quarter, First Year Credits
CHEM&  162 General Chem w/lab II 6
ENGL&  235 Technical Writing 5
MATH&  151 Calculus I 5

Spring Quarter, First Year Credits
CHEM&  163 General Chem w/lab III 6
MATH&  152 Calculus II 5
SPEE  110 Prin of Speech Communication 5
Health & Fitness Distribution 1

Fall Quarter, Second Year Credits
PSYC&  100 General Psychology 5
Science Distribution* 5-6
Science Distribution** 5

Winter Quarter, Second Year Credits
EDUC&  201 Intro to Education 3
Health & Fitness Distribution 1
Science Distribution* 5-6
Science Distribution** 5

Spring Quarter, Second Year Credits
EDUC  202 Classroom Observation 2
MATH&  146 Introduction to Stats 5
Science Distribution* 5-6
Science Distribution** 5

*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.

Graphic Design

Emphasis: Graphic Design
Degree: Associate in Arts

PURPOSE: Graphic design is art that interests, informs, persuades, or sells. It has taken the traditional form of printed material and now includes computer imaging. The AA degree with emphasis in graphic design is for students who want to complete a two-year program or transfer to a four-year college or university. This educational plan gives students a solid base in studio art.

A portfolio of artwork is required to demonstrate studio abilities upon completion of the program.
**Science Distribution 5**  
**Health & Fitness Distribution 1**  
**HIST& 117 Western Civilization II 5**  
**ENGL& 102 Composition II 5**  

**Winter Quarter, First Year Credits**

**ART 201 Art History: 15th-17th C 5**  
**JOUR 160 Intro to Mass Media 5**  
**Health & Fitness Distribution 1 5**  
**Quantitative Skills Distribution 1**  
**T6**

**Fall Quarter, Second Year Credits**

**ENGL 260 Non-Western World Lit. 5**  
**HIST& 147 U.S. History II 5**  
**Health & Fitness Distribution 1 5**  
**Science Distribution 1**  
**T6**

**Spring Quarter, Second Year Credits**

**HIST& 148 U.S. History III 5**  
**POLSR 202 American Government 5**  
**Humanities Distribution 5**  
**T5**

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**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.

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**History**

**Emphasis:**  
**History**

**Degree:**  
**Associate in Arts**

PURPOSE: The Associate in Arts degree with an emphasis in History is designed to prepare students to major in history when they transfer to a four-year college or university.

The study of a foreign language is highly recommended. Students are urged to consult with their advisor before selecting electives. This will allow coordination of electives with desired career goal.

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**Suggested Order of Classes**

**Fall Quarter, First Year Credits**

**ART 110 Design 4**  
**ENGL& 101 English Composition 5**  
**Health & Fitness Distribution 1 5**  
**Humanities Distribution 5**  
**T5**

**Winter Quarter, First Year Credits**

**ART 201 Art History: 15th-17th C 5**  
**JOUR 160 Intro to Mass Media 5**  
**Health & Fitness Distribution 1 5**  
**Quantitative Skills Distribution 1**  
**T6**

**Spring Quarter, First Year Credits**

**ART 102 Drawing I 5**  
**ART 202 Art History: 18th-20th C 5**  
**ENGL& 102 Composition II 5**  
**Health & Fitness Distribution 1 5**  
**T6**

**Fall Quarter, Second Year Credits**

**ART 130 Computer Graphics 5**  
**Science Distribution 5**  
**Social Science Distribution 5**  
**T5**

**Winter Quarter, Second Year Credits**

**ART 135 Graphic Design 5**  
**Science Distribution 5**  
**Social Science Distribution 5**  
**T5**

**Spring Quarter, Second Year Credits**

**ART 174 Digital Photography 5**  
**Science Distribution 5**  
**Social Science Distribution 5**  
**T5**

Recommended distribution for Graphic Design majors:

**SPEE 110 Prin of Speech Communication 5**

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**Suggested Order of Classes**

**Fall Quarter, First Year Credits**

**ENGL& 101 English Composition I 5**  
**HUM& 116 Humanities I 5**  
**Quantitative Skills Distribution 5**  
**T5**

**Winter Quarter, First Year Credits**

**ENGL& 102 Composition II 5**  
**HUM& 117 Humanities II 5**  
**Science Distribution 5**  
**T5**

**Spring Quarter, First Year Credits**

**HIST& 118 Western Civilization III 5**  
**HUM& 118 Humanities III 5**  
**PSYC 100 General Psychology 5**  
**Health & Fitness Distribution 3**  
**T8**

**Fall Quarter, Second Year Credits**

**ENGL 244 American Literature 5**  
**HUM 110 Ethics & Cultural Values 5**  
**SPEE 110 Prin of Speech Communication 5**  
**T5**

**Winter Quarter, Second Year Credits**

**HUM 270 Survey of Film 5**  
**SOC& 101 Intro to Sociology 5**  
**Science Distribution 5**  
**T5**

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**Recommended Courses**

**BIOL& 221, 222, 223 5**  
**MATH &114, 228 5**  
**PHYS& 104, 105, 106, 221, 222, 223 5**  
**BIOL& 241, 242 5**
Mathematics Education

Emphasis: Mathematics Education
Degree: Associate in Math Education-MRP

PURPOSE: This is a Major Related Program intended to prepare students who aspire to be 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  Credits
ENG& 101 English Composition I  5
MATH 135 Precalculus Refresher  OR
MATH& 146 Introduction to Stats  5
Humanities Distribution  5
T5

Winter Quarter, First Year  Credits
ENG& 102 Composition II  5
MATH& 151 Calculus I  5
SPEE 110 Principles of Speech Communication  5
T5

Spring Quarter, First Year  Credits
PSYC& 100 General Psychology  5
MATH& 152 Calculus II  5
Humanities Distribution  5
T5

Fall Quarter, Second Year  Credits
MATH 118 Linear Algebra  5
Science Distribution*  5
Social Science Distribution  5
T5

Winter Quarter, Second Year  Credits
EDUC& 201 Intro to Education  3
MATH& 163 Calculus III  5
Health & Fitness Distribution  3
Social Science Distribution  5
T6

Spring Quarter, Second Year  Credits
EDUC 202 Classroom Observation  2
MATH 264 Calculus IV  3
Humanities Distribution  5
Science Distribution*  5
T5

* Physics, Chemistry, Geology or Biology; at least one lab science required.

Media Studies

Emphasis: Radio Broadcasting
Television Production
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 which includes: Radio, Television, Video Production, Film Broadcast Journalism and Sports Announcing. 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. KCED-FM, a fully equipped radio station authorized by the Federal Communications Commission, is operated by students in the Media Studies programs. Those students desiring an emphasis in radio broadcasting have ample opportunity for live “on-the-air” experience in broadcasting as well as studio production experience. The Centralia College television studio and production facilities are well equipped and provide experience in taping, directing, editing and producing. 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  Credits
ENG& 101 English Composition I  5
M ST 230 Radio Broadcasting*  5
M ST 260 Intro to Television & Video Production  5
Social Science Distribution  5
T20

Winter Quarter, First Year  Credits
ENG& 102 Composition II  5
M ST 231 Advanced Radio Broadcasting*  5
M ST 261 Advanced Television & Video Production  5
Humanities Distribution  5
T20

Spring Quarter, First Year  Credits
JOUR 160 Intro to Mass Media  5
M ST 220 Broadcast News and Production  4
Health & Fitness Distribution  1
Science Distribution  5
T15

Fall Quarter, Second Year  Credits
M ST 271 Radio Broadcasting Internship**  OR
M ST 281 Television Internship  1
Humanities Distribution  5
Social Science Distribution  5
Science Distribution  5
T15

Winter Quarter, Second Year  Credits
M ST 272 Radio Broadcasting Internship**  OR
M ST 281 Television Internship  1
Health & Fitness Distribution  1
Social Science Distribution  5
Science Distribution  5
T15

Spring Quarter, Second Year  Credits
M ST 273 Radio Broadcasting Internship**  OR
M ST 281 Television Internship  1
Academic Elective  5
Health & Fitness Distribution  1
Quantitative Skills Distribution  5
T15

* Radio Majors
**In cooperation with a professional radio or TV company, a student may enroll in MST 190, Cooperative Work Experience. A student may receive up to 12 credits for learning that occurs on the job. Attendance at a Work Experience Seminar is required. You must take the Work Experience Seminar before or in the same quarter as the Co-op course.

Media Studies–Film

Emphasis: Media Studies-Film
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.

For students interested primarily in Television and Film the Centralia 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 are also covered. 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 Television 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

Fall Quarter, First Year  Credits
DRMA 106 Intro to Stage Craft  3
ENG& 101 English Composition I  5
M ST 260 Intro to Television and Video Production  5
Social Science Distribution  5
T18

Winter Quarter, First Year  Credits
DRMA 111 Stage Lighting  3
ENG& 102 Composition II  5
HUM 270 Survey of Film Studies  5
M ST 261 Adv. Television and Video Production  5
T18
### Media Studies–Sports Announcing and Production

**Emphasis:** Sports Announcing/Production

**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 Sports Announcing have the opportunity to perfect their skills on campus radio station KCED-FM, on live broadcasts over the local cable access channel and in the college’s television studio and production rooms. Classes and practical application will help students develop skills sports announcers use to broadcast and report on sporting events.

Students also have the opportunity to host their own sports discussion show 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.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Quarter, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>JOUR 106 Intro to Mass Media</td>
<td>5</td>
</tr>
<tr>
<td>M ST 125 Sports Announcing for Football</td>
<td>1</td>
</tr>
<tr>
<td>M ST 230 Radio Broadcasting</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>Spring Quarter, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>JOUR 160 Intro to Mass Media</td>
<td>5</td>
</tr>
<tr>
<td>M ST 126 Sports Announcing for Football</td>
<td>1</td>
</tr>
<tr>
<td>M ST 231 Adv Radio Broadcast</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Fitness Distribution</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Distribution</td>
<td>5</td>
</tr>
<tr>
<td><strong>Winter Quarter, Second Year</strong></td>
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#### Recommended Classes:

- JOUR 111, 112, 113 - Newspaper Staff I-III (3-5)

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### Medicine

**See Pre-Medicine, Pre-Dentistry**

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### Meteorology

**See Earth Science**

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### 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 have Nurse Aide Certification in Washington State. Complete RN admission application materials are available through the Centralia College Office of Admissions & Records. Applications are due in April; course completed through Spring quarter will be considered. (Subject to change.)

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, Nationwide and Washington State specific background checks will be obtained. This includes a criminal record check required by clinical facilities in order to be at those clinical sites. You also must show proof of current Basic Life Support (BLS) for Health Care Providers (HCP).

#### Program Outcomes:

Students who successfully complete this program should be able to meet the Program Objectives associated with the following nursing roles:

- **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.

• Professional-Respects individual rights and professional standards, adheres to the nurse practice act and demonstrates honesty and integrity in behaviors characterized by commitment to others, appreciation for the values of the nursing profession, and participation in professional development activities.

• 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 Credits
CHEM & 121 Intro to Chemistry 5
ENGL & 101 English Composition I 5
MATH & 146 Introduction to Stats 5
PSYC & 100 Lifespan Psychology 5
BIO & 241 Human A & P 1 5
BIO & 242 Human A & P 2 5
NAC Certification

Core Requirements Credits
Courses which are recommended to be taken prior to admission into the Nursing Program.
BIO & 260 Microbiology 5
SPEE 110 Prin of Speech Communication 5
ANTH & 206 Cultural Anthropology OR
SOC & 101 Intro to Sociology 5
Health & Fitness Distribution 3

Nursing Courses Credits
First Year, Fall Quarter
NURS 101 Basic Nursing Care Concepts 12
First Year, Winter Quarter
NURS 102 Common Alterations I 12
First Year, Spring Quarter
NURS 103 Common Alterations II 12
Second Year, Fall Quarter
NURS 201 Mental Health and Lifespan 10
NURS 220 Management & Leadership 2
Second Year, Winter Quarter Credits
NURS 202 Complex Alterations 12
Second Year, Spring Quarter Credits
NURS 203 Complex Management 8
NURS 222 Transition to Practice 4

Medical Assistant
Emphasis: Medical Assistant Degree: Associate in Technical Arts

Purpose: Medical Assistants are multi-skilled practitioners who perform in a wide range of skills in physicians' offices and other health care settings. Program graduates assist physicians and other health care practitioners on many aspects of medical practice, including patient care management, administrative, and clinical procedures. Clinical procedures include: assisting with physical examinations, phlebotomy (blood draw), administering injections, performing electrocardiograms (EKGs) and instrument sterilization.

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

• Perform administrative tasks using computer software to research and organize data for medical information systems.
• Demonstrate efficiency in maintaining accurate and well-organized patient medical records.
• Effectively use oral and written communication skills as they relate to a medical office environment.
• Perform within legal and ethical boundaries, including issues of patient confidentiality.
• Recognize the impact of cultural differences in care of patients.
• Use problem-solving/critical thinking to identify proper medical office procedures/processes, including infection control guidelines (Standard Precautions) as determined by the Center for Disease Control and the Occupational Safety and Health Administration.
• Prepare and maintain examination and treatment areas.
• Demonstrate the ability to prepare a patient for and assist with routine and specialty examinations and procedures, including obtaining/documenting vital signs and body measurements.
• Demonstrate knowledge of basic pharmacology and medication administration.
• Demonstrate knowledge of laboratory procedures performed in the medical office laboratory, including venipuncture and capillary puncture.
• Recognize and be able to respond to medical office emergencies within the scope of training.
• Demonstrate ability to maintain medical office equipment and supplies.

Suggested Order of Classes

Fall Quarter, First Year Credits
AHC 107 Medical Records 3
BTEC 102 Skillbuilding 3
BTEC 260 Medical Terminology 4
COMM 101 Written Communications 3
OR
ENGL & 101 English Composition 5
HLSV 121 Introduction to Healthcare 2

15-17

Winter Quarter, First Year Credits
BIO & 100 Survey of Biology OR
BIO & 170 Human Biology 5
CHEM & 121 Intro to Chemistry 5
PSYC & 100 General Psychology 5

15

Apply for Medical Assistant Year 2

Fall Quarter, Second Year Credits
BTEC 266 Medical Law & Ethics 3
HLSV 141 Clinical Procedures I 10
Health & Fitness Distribution 3

T4

Winter Quarter, Second Year Credits
HLSV 142 Medication Administration 6
HLSV 146 MA Laboratory Procedures 5
HLSV 154 Community FA/CPR 1
NURS 108 ECG 2

T4

Spring Quarter, Second Year Credits
HLSV 143 Clinical Procedures IV 6
HLSV 144 MA Externship Seminar 1
HLSV 145 MA Clinical Externship 6

T3

Pre-Nursing DTA

Emphasis: Pre-Nursing Degree: Associate in Pre-Nursing-MRP

Purpose: The Associate in Arts degree with Pre-Nursing emphasis is designed for students who intend to pursue a Bachelor of Science in Nursing (BSN) degree from a baccalaureate institution. The educational plan provides courses identified by both public and private colleges and universities to prepare students for further study in the field of nursing. Admission to all nursing programs in Washington State is highly competitive. Completing this program of study will prepare students to transfer with junior standing to most four-year colleges and universities in Washington State but does NOT guarantee admission to the Nursing program(s).

Students are urged to consult an advisor and refer to the admissions requirements for individual baccalaureate institutions for specific requirement and admission criteria.

Suggested Order of Classes

Fall Quarter, First Year Credits
ENGL & 101 English Composition I 5
MATH & 146 Introduction to Stats 5
Health & Fitness Distribution 1
Humansities Distribution 5

T6

Winter Quarter, First Year Credits
BIO & 100 Survey of Biology OR
BIO & 170 Human Biology 5
CHEM & 121 Intro to Chemistry 5
PSYC & 100 General Psychology 5

T3
### Humanities Distribution 5
- SPEE 110 Prin of Speech Communication 5
- PE 125/140/142 1
- BIOL& 170 Human A & P 1 5

### Social Science Distribution 5
- PSYC& 100 General Psychology 5
- SPEE 110 Prin of Speech Communication 5
- Social Science Distribution 5

### Mathematics Distribution 5
- MATH& 151 Calculus I 5
- MATH& 152 Calculus II 5
- MATH& 146 Introduction to Stats 5
- MATH& 151 Calculus I 5
- MATH& 264 Calculus IV 3
- MATH 135 Precalculus Refresher 5
- MATH 264 Calculus IV 3
- MATH 118 Linear Algebra 5
- MATH 118 Linear Algebra 5
- MATH 264 Calculus IV 3

### Physical Education
#### Emphasis: Exercise Science
- PE 229 Physical Fitness Concepts 3
- PE 125/140/142 1
- PE 125/140/142 1
- PE 125/140/142 1

#### Degree: Associate in Arts
PURPOSE: The Associate in Arts degree is designed for students preparing 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.

#### Suggested Order of Classes

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<tr>
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<td>MATH&amp; 107 Math in Society</td>
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<td>PSYC&amp; 200 Lifespan Psychology</td>
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### Pharmacy
See Pre-Pharmacy

### Physical Education
#### Emphasis: Teacher Education
- ENGL& 101 English Composition I 5
- MATH& 146 Introduction to Stats 5
- PSYC& 100 General Psychology 5
- PE 229 Physical Fitness Concepts 3

#### Degree: Associate in Arts
PURPOSE: The Teacher Education plan is designed for students preparing for a career in education. This educational plan is well suited for students preparing for a career in education. The plan is well suited for students preparing for a career in education.

#### Suggested Order of Classes

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### Physics
#### Emphasis: Physics Education
- CHEM& 161 General Chem w/lab I | 6 |
- ENGL& 101 English Composition | 5 |
- MATH 135 Precalculus Refresher | 5 |
- CHEM& 162 General Chem w/lab II | 6 |
- ENGR 203 Applied Numerical Methods | 5 |
- MATH& 151 Calculus I | 5 |
- PHYS& 221 Engineering Physics I | 5 |
- MATH& 152 Calculus II | 5 |
- Humanities or Social Science Distribution | 5 |
- MATH 118 Linear Algebra | 5 |
- PHYS& 222 Engineering Physics II | 5 |
- MATH 264 Calculus IV | 3 |
- PHYS& 223 Engineering Physics III | 5 |
- Humanities or Social Science Distribution | 5 |
- MATH 212 Differential Equations | 5 |
- MATH 264 Calculus IV | 3 |
- MATH& 163 Calculus III | 5 |

#### Degree: Associate in Science-MRP
PURPOSE: 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.
### Pre-Chiropractic

**Pre-Chiropractic Program**

**Emphasis:**
- Pre-Chiropractic

**Degree:**
- Associate in Science

PURPOSE: The Pre-Chiropractic Program is intended for persons who plan to pursue a professional career in chiropractic. The plan of study presents a challenging blend of natural and physical sciences and can be tailored to meet individual needs.

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.

You may also be required to complete the Dental Hygiene Aptitude Test. Your advisor will help you set an educational plan to complete this program of study.

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<tr>
<th>Fall Quarter, Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH&amp; 118 Linear Algebra</td>
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<tr>
<td>PHYS&amp; 223 Engineering Physics I</td>
<td>5</td>
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<tbody>
<tr>
<td>PHYS&amp; 221 Engineering Physics II</td>
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<td>MATH&amp; 146 Introduction to Stats</td>
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<tr>
<td>BIOL&amp; 224 Human &amp; A &amp; P 2</td>
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</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics III</td>
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<td>Humansitc Distribution</td>
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</thead>
<tbody>
<tr>
<td>PHYS&amp; 221 Engineering Physics I</td>
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<tr>
<td>MATH&amp; 152 Calculus I</td>
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<td><strong>Total</strong></td>
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### Pre-Physical Therapy

**Pre-Physical Therapy Program**

**Emphasis:**
- Pre-Physical Therapy

**Degree:**
- Associate in Science

PURPOSE: The Pre-Physical Therapy program is intended for persons who plan to pursue a professional career in 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 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.

Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>ENGL&amp; 101 English Composition I</td>
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<tr>
<td>BIOL&amp; 224 Human &amp; A &amp; P 2</td>
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</tr>
<tr>
<td>PHYS&amp; 222 Engineering Physics III</td>
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<tr>
<td>MATH&amp; 146 Introduction to Stats</td>
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<tbody>
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</table>

### Pre-Dental Hygiene

**Pre-Dental Hygiene Program**

**Emphasis:**
- 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 apply for specific details.

You may also be required to complete the Dental Hygiene Aptitude Test. Your advisor will help you set an educational plan to complete this program of study.

#### Suggested Order of Classes

<table>
<thead>
<tr>
<th>Fall Quarter, First Year</th>
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<tbody>
<tr>
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<td>ENGL&amp; 101 English Composition I</td>
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<tr>
<td>MATH&amp; 107 Math in Society</td>
<td>OR</td>
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<tr>
<td>MATH&amp; 146 Introduction to Stats</td>
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</tr>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Winter Quarter, First Year</th>
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<tbody>
<tr>
<td>CHEM&amp; 161 General Chem w/lab I</td>
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<td>ENGL&amp; 101 English Composition I</td>
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<td>MATH&amp; 151 Calculus I</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>MATH&amp; 118 Linear Algebra</td>
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<td>PHYS&amp; 223 Engineering Physics I</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PHYS&amp; 221 Engineering Physics II</td>
<td>5</td>
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<tr>
<td>MATH&amp; 146 Introduction to Stats</td>
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<tr>
<td>Humansitc Distribution</td>
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<td><strong>Total</strong></td>
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### 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

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<thead>
<tr>
<th>Fall Quarter, First Year</th>
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<tbody>
<tr>
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<tr>
<td>SOC&amp; 101 Intro to Sociology</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIOL&amp; 170 Human Biology</td>
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<tr>
<td>CHEM&amp; 131 Intro to Organic/Biochemistry</td>
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<td>PSYC&amp; 100 General Psychology</td>
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<tbody>
<tr>
<td>BIOL&amp; 242 Human &amp; A &amp; P 2</td>
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Consult with an advisor for specific prerequisites for transfer institutions to determine the courses that best support their Dental Hygiene program.

BIOL 243, although not required, is strongly recommended.
### Pre-Medicine, Pre-Dentistry

**Emphasis:** Pre-Medicine  
**Pre-Dentistry**

**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 deals with people. Consult with psychology faculty for additional information.

**Emphasis:** Psychology  
**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 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

**Fall Quarter, First Year**  
**Credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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**Winter Quarter, First Year**  
**Credits**

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<td>Engineering Physics II</td>
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<td>MATH&amp; 151</td>
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**Spring Quarter, First Year**  
**Credits**

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<td>Engineering Physics III</td>
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<td>MATH&amp; 152</td>
<td>Calculus II</td>
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### Science electives:

- BIOL& 241, 242, 243 Human A & P w/lab; CHEM& 261, 262, 263 Organic Chem w/lab; PHYS& 221, 222, 223 Engineering Physics
- Some baccalaureate institutions require physics with calculus. Biology majors should select Organic Chemistry or Physics for second year sequence.

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**Fall Quarter, Second Year**  
**Credits**

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<td>MATH&amp; 146</td>
<td>Introduction to Stats</td>
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<td>SOCI 101</td>
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<td>SPEE 110</td>
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<td>Calculus I</td>
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<td>SPEE 110</td>
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**Winter Quarter, Third Year**  
**Credits**

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<th>Course Title</th>
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<td>MATH&amp; 151</td>
<td>Calculus I</td>
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**Fall Quarter, Fourth Year**  
**Credits**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
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<td>SPEE 110</td>
<td>Prin of Speech Communication</td>
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**Winter Quarter, Fourth Year**  
**Credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>Majors Organismal Phys OR</td>
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<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
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<tr>
<td>SPEE 110</td>
<td>Prin of Speech Communication</td>
<td>5</td>
</tr>
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**Science Electives:**

- BIOL& 241, 242, 243 Human A & P w/lab; CHEM& 261, 262, 263 Organic Chem w/lab; PHYS& 221, 222, 223 Engineering Physics
- Some baccalaureate institutions require physics with calculus. Biology majors should select Organic Chemistry or Physics for second year sequence.
**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.

The sociology program 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>Quarter</th>
<th>Credits</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>ENGL&amp; 101</td>
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Suggested Order of Classes

**Fall Quarter, First Year**

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<tr>
<td>MATH&amp; 146 Intro to Stats</td>
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<tr>
<td>PSYC 210 Personality Theories</td>
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**Fall Quarter, Second Year**

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**Winter Quarter, Second Year**

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<tr>
<td>SOC&amp; 101 Intro to Sociology</td>
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<td>MATH&amp; 141 Precalculus*</td>
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<td>ENGR 111 Engineering Graphics**</td>
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<tr>
<td>CHEM&amp; 161 General Chem w/lab I</td>
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<td>PSYC&amp; 220 Abnormal Psychology</td>
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<tbody>
<tr>
<td>Media Studies</td>
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<td>Television</td>
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Welding

**Emphasis:** Welding Technology

**Degree:** Associate in Technical Arts

**PROGRAM OUTCOMES:**

Students who successfully complete this program will 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.
- 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**

**Fall Quarter, First Year**
- WELD 126 Industrial Drafting 2
- WELD 124 MIG Welding Theory 4
- WELD 125 MIG Welding Lab 9
- WELD 166 Shop Skills for Welders 3

**Winter Quarter, First Year**
- MATH 095 Basic Math (if needed) 1-5
- WELD 161 Arc Welding Theory 4
- WELD 162 Arc Welding Lab 9

**Spring Quarter, First Year**
- COMM 101 Written Communications 3
- MATH 116 Industrial Math 5
- WELD 161 Arc Welding Theory 4
- WELD 162 Arc Welding Lab 9

**Fall Quarter, Second Year**
- WELD 267 Advanced Gas Shielded Arc Weld Theory 4
- WELD 266 Advanced Gas Shielded Arc Weld Lab 9
- WELD 271 Blueprint Reading for Welders 4

**Winter Quarter, Second Year**
- MATH 116 Industrial Math 5
- WELD 267 Advanced Gas Shielded Arc Weld Theory 4
- WELD 266 Advanced Gas Shielded Arc Weld Lab 9
- WELD 271 Blueprint Reading for Welders 4

**Spring Quarter, Second Year**
- COMM 101 Written Communications 3
- MATH 116 Industrial Math 5
- WELD 267 Advanced Gas Shielded Arc Weld Theory 4
- WELD 266 Advanced Gas Shielded Arc Weld Lab 9

**PROGRAM OUTCOMES:** Students who successfully complete this program will 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.
- Interpret information on welding blueprints.
- Apply principles of Metallurgy to welding fabrication and inspection.
- Create workable drawings to scale for reproduction.

**Emphasis:** Welding Technology (4-quarter program)

**Degree:** Certificate of Proficiency

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

- Perform 3-G and 4-G AWS-WABO welding code qualification tests.
- 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.
- 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**
- MATH 095 Basic Math (if needed) 1-5
- WELD 161 Arc Welding Theory 4
- WELD 162 Arc Welding Lab 9

**Winter Quarter, First Year**
- MATH 095 Basic Math (if needed) 1-5
- WELD 161 Arc Welding Theory 4
- WELD 162 Arc Welding Lab 9

**Spring Quarter, First Year**
- MATH 095 Basic Math (if needed) 1-5
- WELD 161 Arc Welding Theory 4
- WELD 162 Arc Welding Lab 9

**Fall Quarter, Second Year**
- WELD 267 Advanced Gas Shielded Arc Weld Theory 4
- WELD 266 Advanced Gas Shielded Arc Weld Lab 9
- WELD 271 Blueprint Reading for Welders 4

**Winter Quarter, Second Year**
- MATH 116 Industrial Math 5
- WELD 267 Advanced Gas Shielded Arc Weld Theory 4
- WELD 266 Advanced Gas Shielded Arc Weld Lab 9
- WELD 271 Blueprint Reading for Welders 4

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

- Perform 3-G and 4-G AWS-WABO welding code qualification tests.
- 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.

**Management (BAS)**

**Emphasis:** Management

**Degree:** Bachelor of Applied Science

**PROGRAM OUTCOMES:** The BASM program is designed to provide a rigorous educational experience to graduate individuals who are well-grounded in management knowledge and ethical values, who possess the requisite skills in communications, teamwork, and business fundamentals, and who are ready to provide leadership and effective decision-making to both existing and startup organizations.

Selection into the program is merit based, with a strong academically based threshold for entrance into the admissions pool. In order to be placed into the admissions pool, applicants must complete and submit all of the following:

- An earned associate or higher degree from a regionally accredited college or university.
- Successful completion of these required courses with at least a 2.5 cumulative grade point average and at least a 2.0 grade in each course:
  - English 101 (5 credits).
  - College-level Math course from the GUR distribution requirements (5 credits).
  - Social Science course from the GUR distribution requirements (5 credits).
  - Natural Science course that includes lab component from the GUR distribution requirements (5 credits).
• Recognize communications issues and be able to employ effective oral, written, and analytical communication appropriate to organizational settings including personnel situations and in large and small group discussions.

• Understand the differences in decision-making strategies and when to use various approaches. This includes the application of analytical tools, quality information systems.

• Articulate the key laws, ethical aspects, regulations and benefits associated with diverse populations

• Understand how the move from accommodation to inclusion to aggressive recruitment can create competitive advantage.

• Utilize financial information, recognizing the reliability and accuracy of various sources, and managerial accounting tools to develop and analyze capital and operating budgets and understand various financing options to best meet organizational needs.

• Apply a global perspective to recognize and understand what is required to mitigate and manage the impacts of global currency differences and fluctuations as related to the purchase of raw materials and commodities or the sale of products to offshore customers. Understand the implications of doing business across legal and cultural boundaries.

• Differentiate between management and leadership, the variety of styles and roles and when they are best used as well as knowing how to work collaboratively in a team setting and how to create and manage productive teams.

• Differentiate between the law and ethics which includes articulating a personal ethical philosophy and the application to the workplace, especially with regard to human resource issues.

• Apply marketing principles and current technologies to deliver goods and services with increasing levels of quality, efficiency and customer satisfaction to maximize the return from operations management.

• Move from the theoretical understanding of how market, local, national and global issues impact strategic management of an organization to the ability to develop an actionable strategic plan with appropriate contingencies for an organization.

**BASM Course Enrollment by Non-Matriculated Students**

The BASM program is designed for student cohorts who are committed to the attainment of the Bachelor of Applied Science in Management degree. Non-matriculated students may be enrolled in specific courses on a space available basis at the discretion of the respective faculty member and with the concurrence of the Executive Director of BASM. A maximum of three courses may be taken by any non-matriculated student. Non-matriculated students must meet all of the normal BASM entrance requirements with the exception of the requirement to have an associate degree. Centralia College will consider non-matriculated students for enrollment in 300/400 level courses including:

1. Community members employed in the occupation who could benefit from the specific course as an educational or skills upgrade.
2. Students with deferred admission status.
3. Students seeking future admission interested in trying an upper division course before applying to the program.
4. Students in related lower division programs who use the 300 or 400 level courses as electives or substitutes for required courses in the associate degree.

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

- Recognize communications issues and be able to employ effective oral, written, and analytical communication appropriate to organizational settings including personnel situations and in large and small group discussions.

**Required course schedule – TWO year track**

**Fall Quarter, First Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BAS 300 Foundations of Management</td>
<td>5</td>
</tr>
<tr>
<td>BAS 320 Leadership &amp; Org. Behavior</td>
<td>5</td>
</tr>
<tr>
<td>BAS 380 Marketing for Managers</td>
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**Winter Quarter, First Year**

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<tr>
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<td>BAS 330 Pro. &amp; Org. Communication</td>
<td>5</td>
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<tr>
<td>BAS 420 Mgmt of Human Resources</td>
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<tr>
<td>BAS 325 Legal Issues</td>
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<tr>
<td>BAS 370 Practicum in Management</td>
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<td>BAS 305 Managerial Economics</td>
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<tr>
<td>BAS 340 Applied Financial Mgmt</td>
<td>5</td>
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<td>BAS 360 Business Principles, Planning &amp; Strategy</td>
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<td>BAS 410 Project Management</td>
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<td>BAS 435 Operations Management</td>
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**Spring Quarter, Third Year**

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<td>BAS 470 Applied Mgmt Internship</td>
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<td>BAS 490 Strategic Mgmt &amp; Policy</td>
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**Three year track**

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<tr>
<td>BAS 370 Practicum in Management</td>
<td>5</td>
</tr>
</tbody>
</table>

**Fall Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BAS 305 Managerial Economics</td>
<td>5</td>
</tr>
<tr>
<td>BAS 340 Applied Financial Mgmt</td>
<td>5</td>
</tr>
<tr>
<td>BAS 360 Business Principles, Planning &amp; Strategy</td>
<td>5</td>
</tr>
</tbody>
</table>

**Winter Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BAS 350 Managerial Statistics</td>
<td>5</td>
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<tr>
<td>BAS 410 Project Management</td>
<td>5</td>
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<tr>
<td>BAS 435 Operations Management</td>
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</table>

**Spring Quarter, Second Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BAS 440 Environmental Issues</td>
<td>5</td>
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<tr>
<td>BAS 470 Applied Mgmt Internship</td>
<td>5</td>
</tr>
<tr>
<td>BAS 490 Strategic Mgmt &amp; Policy</td>
<td>5</td>
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</tbody>
</table>
Centralia College is an excellent college. It’s an active campus because there’s so much to do. You can get involved in activities that will challenge you. Another strength of the college is that the instructors are very helpful. They are willing to assist any time I ask for help. These are important reasons why my experience here has been so important and so successful.

– Kristen Schoenherr
Course Descriptions
Distribution Requirements:
Courses meeting distribution requirements are designated after the course titles in the following manner.
C = Communication Skills
D = Diversity
H = Humanities
M = Math/Quantitative Skills
S = Natural Science
SS = Social Science
HF = Health and Fitness
Courses which are part of a professional/technical program and which might not be considered for transfer by four-year colleges are designated after the course title in the following manner:
PT = Professional/Technical

ACCOUNTING
ACCT 110  
Practical Accounting I (3) (PT)
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) (PT)
This course emphasizes fundamental principles of double-entry accounting and the preparation of financial statements for sole proprietorships. Prerequisite: MATH 098 or equivalent or consent of instructor.

ACCT& 202 (formerly ACCT 220)  
Principles of Accounting II (5) (PT)
This course emphasizes accounting for partnerships and corporations. Topics include, but are not limited to, accounting for fixed and intangible asset, payroll, stock, bonds, the statement of cash flows, and financial statement analysis. Prerequisite: ACCT& 201.

ACCT& 203 (formerly ACCT 230)  
Principles of Accounting III (5) (PT)
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. Prerequisites: ACCT& 201 and 202.

ACCT 210  
Introduction to Audit (5) (PT)
An introduction to the audit environment as it applies to the professional spectrum of financial accounting and reporting. Prerequisite: ACCT& 203.

ACCT 240  
Business Entity Tax (5) (PT)
This course focuses on the determination and disposition of taxation as it applies to business entities, as well as introducing elements of tax planning and research. Prerequisite: ACCT& 203.
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.

ACCT 270  
Payroll Accounting (3) (PT)  
ACCT 270 is an introductory course covering aspects of the Fair Labor Standards Act, the Social Security Act, Federal Income Tax withholding laws, and other laws affecting payroll operations and employment practices. Prerequisite: ACCT& 201.

ACCT 285  
Bookkeeper Certification Course (5) (PT)  
This is the capstone course for accounting students participating in the Associate of Technical Arts (ATA) program and culminating in the student candidacy of either the Certified Bookkeeper (CB), Registered Tax Return Preparer (RTRP), or both. Prerequisite: ACCT& 203, ACCT 240.

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. 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 US currency and recognize common forms of print found in the home and environment. Prerequisite: CASA/ESL appraisal test.

ABE 015  
ESL Language Lab (1-6)  
Students will improve listening, speaking, and reading skills while participating in computer assisted learning activities, conversation, and focused listening activities and use of multimedia that will aid them in becoming independent learners. Corequisite: recommended in conjunction with ABE 011, 012, 013, 014, and 016.

ABE 020  
Adult Basic Education Orientation (1-1)  
Includes individual goal setting, an introduction to educational programs offered at Centralia College, 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)  
Students will complete Level 2A reading, writing, and math competencies mandated by the Washington State Basic Skills Competency Indicators and CASAS assessment in lab, lecture/lab setting. Prerequisite: CASAS score of 200-210.

ABE 028  
ABE Integrated Level 2 (1-15)  
Designed for students to learn and/or review beginning grammar, punctuation, spelling, sentence structure, paragraph development, reading comprehension and math skills in preparation for passing of the GED exam. Prerequisite: CASAS appraisal score 201 to 210.

ABE 031, 032, 033  
ABE Integrated Level 3 (1-15)  
Students will study Level 3 reading, writing, and math competencies mandated by the Washington State Basic Skills Competency Indicators and CASAS assessment in lab, lecture, or lecture/lab setting. Prerequisite: CASAS score of 211-220.

ABE 038  
ABE Integrated Level 4 (1-15)  
Designed for students to learn and/or review intermediate grammar, punctuation, spelling, sentence structure, paragraph development, reading comprehension and math skills in preparation for passing of the GED exam. Prerequisite: CASAS appraisal score 211 to 220.

ABE 041, 042, 043  
Adult Basic Education Level IV – Reading, Writing, Math (1-5)  
Students will study Level 4 reading, writing, and math competencies mandated by the Washington State Basic Skills Competency Indicators and CASAS assessment in lab, lecture, or lecture/lab setting. Prerequisite: CASAS score of 221-235.

ABE 048  
ABE Integrated Level 5 (1-15)  
Designed for students to learn and/or review advanced grammar, punctuation, spelling, sentence structure, paragraph development, reading comprehension and math skills in preparation for the GED exam. Prerequisite: CASAS appraisal score 221 to 235.

ABE 051, 052, 053  
Adult Basic Education Level V – Reading, Writing, Math (1-5)  
Students will study Level 5 reading, writing, and math competencies mandated by the Washington State Basic Skills Competency Indicators and CASAS assessment in lab, lecture, or lecture/lab setting. Prerequisite: CASAS score of 236-245.

ABE 058  
ABE Integrated Level 5 (1-15)  
Designed for students to learn and/or review advanced grammar, punctuation, spelling, sentence structure, paragraph development, reading comprehension and math skills in preparation for the GED exam. Prerequisite: CASAS appraisal score 236 to 245.

ABE 061, 062, 063  
Adult Basic Education Level VI – Reading, Writing, Math (1-5)  
Students will study Level 6 reading, writing and math competencies mandated by the Washington State Basic Skills Competency Indicators and CASAS assessment in lab, lecture, or lecture/lab setting. Prerequisite: CASAS score of 246+.

ABE 068  
ABE Integrated Level 6 (1-15)  
Designed for students to learn and/or review advanced grammar, punctuation, spelling, sentence structure, paragraph development, reading comprehension and math skills in preparation for the GED exam.

ALLIED HEALTH CARE  

AHC 103  
Phlebotomy (4) (PT)  
Safe and effective venipuncture procedures and specimen collection. Phlebotomist as an individual/team member; preparation of supplies/equipment; circulation system physiology and venipuncture; and ethical/legal implications will be highlighted.

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 HLSV 131 or by instructor permission.

AHC 160  
Records Confidentiality - HIPAA (1) (PT)  
Overview of general confidentiality considerations and specific rules of the 1966 HIPAA law for healthcare/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.

ANTH& 215
Bioanthropology w/lab (5) (S)
Exploration of human biology, evolution, paleontology, taxonomy, primatology, genetics and human variation. ANTH& 206 highly recommended. Concurrent enrollment in ANTH& 215L is required.

ANTH 225
Cultural and 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 the 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& 206
Forensic Anthropology (5) (S)
Students will explore forensic anthropology method and theory, forensic taphonomy and technique, research methods, and the processing, analysis, and identification of human remains.

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 110
Design (4)
This course is an introduction to two-dimensional design. Assignments include a variety of subject matter and materials. No prerequisites.

ART 111
Sculpture (4)
An introduction to the fundamentals of three-dimensional design. Assignments include a variety of subject matter and materials. All are welcome.

ART 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.

ART 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& 121 or instructor permission.

ART 124
American Sign Language IV (5)
Prerequisite: Instructor’s permission.

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)
Problem solving in basic type and graphic design. A sequence of studio projects demonstrate students’ ability to create, design and prepare art for reproduction. Lectures explore graphic design as an art form and as a business.

ART 151
Typography (5)
This course covers the history of type, designing with type, reproduction of type. Type is the foundation for graphic design. Students will apply knowledge gained in a series of studio projects. Prerequisite: ART 110 or permission of instructor.

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 (5) (H)
Fundamentals of photography and camera handling with emphasis on understanding and using photography as an expressive art form. The course will cover basic camera operations, black and white darkroom processes, familiarity with materials and equipment.

ART 174
Digital Photography (5) (H)
An 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 190
Cooperative Work Experience (1-12)
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. Attainment of learning objectives and development of positive work habits are emphasized. Prerequisite: Instructor’s permission.

ART 200
Art History: Ancient (5) (D) (H)
A survey of the development of art in Europe, the Near East and Asia from prehistoric times through the 14th century CE. The course will explore developments in architecture, painting, sculpture and other art forms.
### ASTRONOMY

**ASTR 125**  
**The Solar System (3) (S)**  
Brief overview of the history and scope of astronomy, followed by a study of our own 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 computation are expected.

**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: one year high school algebra or MATH 098.

### 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 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**  
(formally B A 101)  
**Introduction to Business (5) (PT)**  
Introduction to the world of business. Emphasis will include functions of business, management, types of business ownership, human resources, production, marketing, ethics, and the role of accounting.

**BUS 121**  
**Business Math (5) (PT)**  
Surveys the commercial application of mathematics designed to assess and analyze business activities and their effect on cost, profitability and overall performance.
BUS 132
**Entrepreneurship (5) (PT)**
Experience the challenge and reward of planning a new business. Topics include: development of a business plan, failure factors in small businesses, capital, accounting, financial statements, marketing, human resource management, legal/regulatory issues and management principles.

BUS& 201
**Business Law (5) (PT)**
Introduction to state and federal constitution, laws and procedures including international trade, crimes, torts, contracts, sales, property, bankruptcy, securities, consumer protection, employment, and debtor-creditor relationships. The relationship between ethics and law will be discussed.

BUS 215
**Principles of Finance (5) (PT)**

BUS 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.

BUS 250
**Project Management (5) (PT)**
Explore the concept of projects and the unique administrative approach needed to successfully complete a project on time and within budget. Identify the components of projects and the tools available to track project progression.

BUS 275
**Principles of Management (5) (PT)**
Management styles and effective management of personnel from the manager’s side of business. The course is built around the four traditional functions of management and exploring management problems and practices. Real-life case problems used.

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**BUSINESS OFFICE TECHNOLOGY**

**BTEC 100**
**Keyboarding For Computing (2) (PT)**
Operation of the standard alphabetic keyboard and the 10-key pad. Upon completion of this class, students should be able to keyboard at 20wpm and operate by touch a 10-key pad at 80dpm.

**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 Skillbuilding I (3) (PT)**
Individualized skillbuilding 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 and typing at 35wpm or instructor permission.

**BTEC 110**
**Business English (5) (PT)**
Edit, proofread, and spell 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. Prerequisite: 2.0 or above in BTEC 110 and typing speed of 40wpm.

**BTEC 120**
**Applied Business Math (3) (PT)**
A brief review of arithmetic fundamentals including decimals, fractions, percents and their applications to a wide range of business problems. Prerequisite: MATH 096 or equivalent 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 Skillbuilding II (3) (PT)**
Using a computer for individualized, advanced skillbuilding for students who have already had BTEC 102 or equivalent and who need or want to increase keyboarding speed and improve accuracy. Prerequisite: BTEC 102 or equivalent; typing speed of 50wpm.

**BTEC 205**
**Microsoft Outlook (1) (PT)**
Course uses Microsoft Outlook for e-mail, scheduling meetings, maintaining appointment calendars, managing contacts, and tasks. Prerequisite: Windows experience and keyboarding skills.

**BTEC 210**
**Word I (5) (PT)**
Class covers Word in depth: document preparation, formatting, graphics, WordArt, columns, sorts, charts, mail merge, and styles. Students will format business documents to business standards. Prerequisite: keyboard skill of 35wpm or instructor permission.

**BTEC 212**
**Access I (3) (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 30wpm, Word I and Excel or instructor permission.

**BTEC 214**
**Excel (5) (PT)**
A hands-on approach for beginning through intermediate level applications of Excel spreadsheet using a variety of business applications. Prerequisite: word processing, windows, keyboard 35wpm.

**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 II (4) (PT)**
Course covers advanced word processing topics. Upon completion, students should be able to create newsletters, formal reports and prepare fill-in forms to business standards. Prerequisite: Word I, keyboard speed of 35wpm.

**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 communication: letters, memos, reports, and presentations. Upon completion students should be able to produce effective positive, negative, and routine letters, memos, and reports and graphs. Prerequisite: BTEC 110 or ENGL& 101 or COMM 101, or instructor permission.
BTEC 222
Microsoft Office – PowerPoint Module (1) (PT)
An introduction to Microsoft PowerPoint. Upon completion of this course students should have beginning knowledge of a presentation program. Prerequisite: keyboard speed of 35wpm, Windows Workstations OS or instructor permission.

BTEC 224
General Office Procedures (5) (PT)
Topics include: professional image and dress, 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. Prerequisite: a grade of 2.0 in BTEC 110 or permission of instructor.

BTEC 233
Filing (3) (PT)
Basic principles and procedures of records storage and management. Practice indexing, coding, and filing for alphabetic, numeric, subject, 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 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 and typing speed of 50wpm.

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 101, 110, and 260.

BTEC 263
Medical Transcription (4) (PT)
A review of medical terminology and the preparation of medical transcripts. Prerequisite: 2.0 or above in BTEC 102, 110, and 260 and typing speed of 40wpm.

BTEC 266
Medical Law and Ethics (3) (PT)
Overview of medical law/ethics for healthcare professionals in various settings: billing/coding, transcription, phlebotomy, etc. Designed to explain ethical/legal obligations to the patient, employer, and health worker and clarify confidentiality requirements regarding patient records and history.

BTEC 270
Medical Math (3) (PT)
A mathematics course that focuses on solving applications using percent, proportion, and unit conversion as well as descriptive data interpretation. Satisfies the math requirement for the Medical Assistant ATA. Prerequisite: MATH 096 or equivalent.

CHEMISTRY

CHEM& 121
Introduction to Chemistry w/lab (5) (S)
Survey of chemistry with applications in everyday life: atoms, bonds, reactions, and calculations. Prerequisite: one year HS algebra or MATH 098.

CHEM& 131
Introduction to Organic/Biochemistry w/lab (5) (S)
A survey of organic chemistry and biochemistry. Prerequisite: CHEM& 121.

CHEM& 161
General Chemistry w/lab I (6) (S)
First quarter of a 1-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
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
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
Organic Chemistry w/lab I (6) (S)
General physical and chemical properties of simple aliphatic and aromatic compounds. Prerequisite: CHEM& 161, 162, 163 or permission of instructor.

CHEM& 262
Organic Chemistry w/lab II (6)
Complex organic reactions: alkenes; alkenes; aromatics, aldehydes, ketones. Spectroscopy. Prerequisite: CHEM& 261 or equivalent.

CHEM& 263
Organic Chemistry w/lab III (6)
Complex organic reactions: acids, amines; carboxylics, heterocycles; polyfunctional compounds. Prerequisite: CHEM& 262 or equivalent.

CHILD and FAMILY STUDIES

CFS 110
Learning and Playing (1-2) (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.

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-III (1-4) (PT)
Level I students are introduced to parenting skills to use with children through classroom participation, lecture, and discussion.

CFS 140, 141, 142
Positive Parenting IV-VI (1-4) (PT)
Level II students develop and practice parenting skills with children through class participation, lecture, and discussion.

CFS 150, 151, 152
Positive Parenting VII-IX (1-4) (PT)
Level III students demonstrate parenting skills from previous levels through classroom participation, lecture and discussion.
CHINESE

CHIN& 121
Chinese I (D) (5) (H)
Learn the fundamental skills of listening comprehension, speaking, reading and writing the Mandarin Chinese language. Develop an understanding and appreciation of the Chinese people and culture.

CHIN& 122, 123
Chinese II-III (5) (H)
Continued study of the fundamental skills of listening comprehension, speaking, reading and writing the Mandarin Chinese language. Develop an understanding and appreciation of the Chinese people and culture. Prerequisite: prior course in series or permission of instructor.

CHIN& 221, 222, 223
Chinese IV (5) (H)
Continued study of the fundamental skills of listening comprehension, speaking, reading and writing the Mandarin Chinese language. Develop an understanding and appreciation of the Chinese people and culture. Prerequisite: prior course in series or permission of instructor.

CIVIL ENGINEERING

CET 100
Introduction to Civil Engineering (2) (PT)
Introduction to the field of Civil Engineering with discussion of the history and practice of civil engineering, sustainability, career success, and the various disciplines within the field of Civil Engineering.

CET 101
Flagger Certification (1) (PT)
Course meets the Department of Labor and Industries State Certification and safety requirements for traffic control. Traffic control situations will be demonstrated. Three-year photo certification card issued upon successful completion.

CET 112
Computer-Aided Drafting I w/lab (5) (PT)
AutoCAD drafting, drawing, editing, dimensioning, drawing aids, layer control, blocks, symbols libraries, and plotting.

CET 113
Computer-Aided Drafting II w/lab (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 introduction to 3-D wire frame models. Prerequisite: CET 112 or instructor permission.

CET 114
Computer-Aided Drafting III w/lab (5) (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: minimum 2.0 grade in CET 113 or instructor permission.

CET 120
Surveying I (5) (PT)
Fundamentals of plane surveying, including measurements of elevation, distance, and direction. Basic surveying computations will be performed. Emphasis will be placed on hands-on survey technique and sound fieldnote form. Concurrent enrollment in MATH 110 and CET 120, or instructor permission.

CET 121
Surveying II (5) (PT)
Class introduces survey software including electronic data collectors. Field notes are used to perform computation and adjustment of traverses. Topics include: calculating land parcel areas, elements of legal descriptions, and legal principles of boundary surveys. Prerequisite: minimum 2.0 grade in 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 highway 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 200
Engineering Mechanics (5) (PT)
A study of basic concepts in statics and engineering mechanics related to the analysis of internal and external forces acting on structural members and systems. Prerequisite: PHYS& 110 and 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
Soil Mechanics w/lab (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)
Introduction to highway engineering principles. Study of highway components, geometrics, and traffic. Design of bases, flexible and rigid pavements with an overview of maintenance and rehabilitation techniques. Prerequisite: minimum grade of 2.0 in CET 122, 132 and 251.

CET 260
Hydraulics (5) (PT)
A study in 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: minimum grade of 2.0 in CET 122, 132 and 251.

CET 261
Environmental Technology (5) (PT)
Introduction to environmental technology focusing on sanitary sewerage, septic systems, storm water quality and treatment, and the environmental impacts of land development. Prerequisite: minimum 2.0 grade in CET 260.

CET 262
Storm water Management (5) (PT)
A study of hydrologic processes and storm water quantification for use in civil engineering site design and planning. Prerequisite: minimum 2.0 grade in CET 260.

CET 270
Elements of Design (5) (PT)
Study of civil engineering design and construction practices involved in land development. Students will use current software and tools to complete technical drawings and designs complying with local design standards. Prerequisite: minimum 2.0 grades in CET 114, 200, 210, 261, and 262.
CET 271
Land Planning and Permitting (2) (PT)
Study of the fundamentals of land use planning and urban design methods related to land development projects. Focus on project permitting processes at the city, county, and state levels in accordance with Washington State laws. Corequisite: CET 270.

COMMUNICATIONS

COMM 100
Dragon NaturallySpeaking (2) (PT)
Designed to assist students in the development of computer and English composition skills while using Dragon NaturallySpeaking (voice recognition) and text to speech software.

COMM 101
Written Communications (3) (PT)
Reviews basic grammar, mechanics and vocabulary and introduces students to basic forms of business communication.

COMPUTER NETWORK

CET 117
Windows Workstation OS (2) (PT)
An introduction to the Windows workstation operating system. Course will cover such things as the taskbar, Start menu, recycle bin, window views, Windows Explorer, storage devices, printing, saving, control panels, etc.

CET 119
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.

CET 120
Windows OS III w/lab (4) (PT)
Microsoft Server products, installation of server software, setup of user accounts, Active Directory Services, establishing client connections.

CET 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.

CET 137
Linux II w/lab (3) (PT)
A second course in Linux. Learn how to optimize system architecture, create custom kernal and configure networks. Prerequisite: CET 136.

COMPUTER SCIENCE

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 sites and web graphics using Macromedia products.

CST 120
Introduction to Web Design w/lab (4) (PT)
Create well-designed and effective Web pages. Hands-on computer projects help develop the basic application and design skills to create professional, eye-catching Web sites.

CST 131
Computer Science I C++ w/lab (5) (PT)
Intended as an introduction to programming. Emphasis is on the features of the “C” programming language with an introduction to C++ object oriented programming and good programming style.

CST 141
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 204
XML w/lab (3) (PT)
XML (Extensible mark up language), XHTML, Cascading style sheets, Document Type Definitions, Schemas, Document Object Model, XPath, XSL. Prerequisite: CST 119.

CST 220
Tomcat Web Server w/lab (4) (PT)
Study 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 221
Python Web Development (4) (PT)
A class in developing database driven web applications using Python and the Django web framework. Prerequisite: CST 119 and CSE 131 or CSE 141.

CST 224
JAVA w/lab (5) (PT)
A study of rapid application development (RAD) JAVA. Development of GUIs using Swing Technology. Object Oriented Analysis. Problem solving techniques as applied to computer programming. Introduction to programming computer graphics. Prerequisite: MATH 099 or equivalent.

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.

CST 230
JAVA: Server Side Programming II w/lab (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. Prerequisite: CST 228.

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 Faculty Coordinator, the student employee, and the worksite supervisor identify the learning objectives. 30-360 hrs on-the-job per quarter. Instructor’s permission is required. Corequisite: Enrollment in a Work Experience Seminar is required of Co-op students. You may take the Work Experience Seminar before or in the same quarter as the Co-op course.
CRIMINAL JUSTICE

CJ& 101
Introduction to Criminal Justice (5) (PT)
Examines local, state and Federal law enforcement agencies and the judicial and correctional systems. Career opportunities and qualifying requirements are studied.

CJ 103
Constitutional Case Law (5) (PT)
Examines the Constitution and Bill of Rights in relation to law enforcement, the judiciary, and corrections. Defines guilt-laden facts, reasonable suspicion, and probable cause.

CJ 104
Introduction to Law Enforcement (5) (PT)
A broad survey of the theories, procedures and methods of police operations studied. Also examines police discretionary powers, career opportunities, and trends in law enforcement. Pre/corequisite: CJ& 101 or instructor permission.

CJ& 105
Introduction to Corrections (5) (PT)
A broad survey of the history and evolution of adult and juvenile correctional models in America. All forms of incarceration and restrictive custody are studied. Pre/corequisite: CJ& 101 or instructor permission.

CJ 106
Juvenile Justice (5) (PT)
Juvenile deviance and theories of criminality are studied. Economic, social, and psychological impact of juvenile delinquency trends examined. Pre/corequisite: CJ& 101 or instructor permission.

CJ 107
Criminal Procedures (5) (PT)
Examines state and federal laws of arrest, search and seizure, civil and criminal liability. The rules of evidence and courtroom proceedings are studied. Pre/corequisite: CJ& 101 or instructor permission.

CJ 109
Community Policing (5) (PT)
Focus on resolving community issues and concerns via Community Oriented Policing and Problem Solving (COPPS) skills and strategies. Pre/corequisite: CJ& 101 or instructor permission.

CJ& 110
Criminal Law (5) (PT)
A broad survey of the common criminal laws and statutes of Washington and the other 49 United States. Pre/corequisite: CJ& 101 or instructor permission.

CJ 111
Criminal Justice Ethics (5) (PT)
Presents an in-depth examination and analysis of the practical, theoretical, ethical and moral considerations found in the criminal justice system. Pre/corequisite: CJ& 101 or instructor permission.

CJ 114
Critical and Current Issues (5) (PT)
Examines current issues, topics and trends in the criminal justice system. Explores the issues of racism and bigotry as related to criminal justice practitioners. Pre/corequisite: CJ& 101 or instructor permission.

CJ 116
Community Corrections (5) (PT)
Community corrections, alternative sentencing, probation and diversion concepts studied. Explores technology innovations pertaining to community supervision. Pre/corequisite: CJ& 101 or instructor permission.

CJ 126
Homicide Investigation (5) (PT)
Tactics, procedures, and forensic techniques of homicide investigation are examined. Various tools and processes systematically employed to identify, arrest, and convict perpetrators are studied. Pre/corequisite: CJ& 101 or instructor permission.

CJ 129
Introduction to Victimology (5) (PT)
Introductory course examines violent crime and victimology in American society. Factors leading to acquaintance and stranger violence, proactive and reactive strategies to crime, legal issues and self-defense measures studied and discussed.

CJ 130
Domestic Violence and Abuse (5) (PT)
This course examines physical and sexual domestic violence in our society. This includes spouse/partner abuse and child abuse. Contemporary investigation and intervention strategies and techniques are studied including evidence discover, collection, and preservation.

CJ 190
Cooperative Work Experience (1-10) (PT)
See description under COOP 190 for additional information.

CJ 223
Felony Investigations (5) (PT)
Practical application of investigation techniques for felony crimes is studied and examined. Includes Part I offenses and drug crime, crime scene considerations, search warrants, report writing, evidentiary issues, surveillance, using informants, and assisting with prosecution.

CJ 224
Criminal Interviews and 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.

CJ 225
Crime Scene Technology (5) (PT)
Students learn techniques to collect and preserve common evidentiary items located at crime scenes for future laboratory analysis and judicial proceedings while ensuring proper chain of custody. Aspects of arson investigation are also studied.

CJ 228
Crime Scene Photography (5) (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.

CJ& 240
Introduction to Forensic Science (5) (PT)
Introductory course in forensic science examines physical evidence and laboratory analysis in criminal investigations. Skills and procedures required for collection, preservation, and identification of physical evidence are studied. Diagramming of crime scenes is practiced.

DIESEL EQUIPMENT TECHNOLOGY

DET 100
Shop Skills (2) (PT)
Theory of basic heavy equipment shop skills pertaining to safety, tool and equipment use and working skills. This is a requisite course to continue in the Diesel Equipment Technology program. Corequisite: DET 101.

DET 101
Shop Skills Lab (4) (PT)
The application of safety practices, appropriate tool and equipment use, and other basic competencies in relation to working in an automotive/industrial shop. This is a requisite course for continuance in the Diesel Equipment Technology program. Corequisite: DET 100.

DET 102
Forklift Certification (1) (PT)
A comprehensive classroom training along with practical, hands-on instruction on forklift operation and safety. Course covers state and federal regulations and proper operator training. Students are awarded a certification card upon successful completion. Prerequisite DET 100.
DET 110
Mobile Electrical Systems I (3) (PT)
Explores the terminology and fundamental principles of electrical systems found on diesel equipment. Covers basic systems of batteries, starting circuits, charging circuits, and DC circuitry. Prerequisite: DET 100 and 125 or instructor permission; corequisite: DET 111.

DET 111
Mobile Electrical Systems I Lab (5) (PT)
The application of material covered in Mobile Electrical Systems covering batteries, starting circuits, charging circuits, DC circuitry. Prerequisite: DET 101 and 126 or instructor permission; corequisite: DET 110.

DET 120
Internal Combustion Engine I Theory (3) (PT)
The study of operating principles of the internal combustion engine. Corequisite: DET 121.

DET 121
Internal Combustion Engine I Lab (5) (PT)
The disassembly and re-assembly of a variety of diesel engines using service manuals to inspect, analyze and perform tune-up procedures. Corequisite: DET 120.

DET 125
Power Transmission I Theory (3) (PT)
The transmission of power from the power source to the end function of machinery. Emphasis on mechanical devices. Theory of operation and repair.

DET 126
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.

DET 130
Mobile Hydraulics Theory (2) (PT)
The terminology, physical laws, and principles used in hydraulic systems of diesel equipment. Corequisite: DET 131.

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.

DET 166
Shop Skills for Welders (3) (PT)
Develop practical work skills and work habits in the student. Includes safety procedures and practices, proper use and maintenance of common shop equipment and common processes and materials of metal products fabrication and manufacturing.

DET 190
Cooperative Work Experience (1-15) (PT)
See description under COOP 190 for additional information.

DET 200
Mobile Electrical Systems II (2) (PT)

DET 201
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.

DET 210
Power Transmission II (1) (PT)
The study of powershift and automatic transmissions as used in heavy duty equipment and on highway trucks.

DET 211
Power Transmission II Lab (2) (PT)
The application of power shift and automatic transmission as used in heavy duty equipment and on highway trucks. Corequisite with DET 210.

DET 215
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.

DET 216
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.

DET 220
Internal Combustion Engine II Theory (2) (PT)
Detailed study of engine analysis and testing theory that produce optimum engine performance. Corequisite: DET 221.

DET 221
Internal Combustion Engine II Lab (4) (PT)
Live engine testing, trouble shooting, and repairs using the dynamometer. Corequisite: DET 220.

DET 225
Heavy-Duty Chassis Systems (4) (PT)
The study of heavy duty chassis systems including steering, frames, braking, and suspension systems. Theory of operation, repair, overhaul and preventive maintenance is covered.

DET 226
Heavy-Duty Chassis Systems Lab (6) (PT)
The application of the operation, repair and overhaul of heavy duty chassis system components including steering, brakes and suspension systems. Preventive maintenance procedures are exercised and computer related projects are required. Corequisite with DET 225.

DET 230
Practical Applications Theory (3) (PT)
Review of common technical repair practices. Introduction to wage/salary systems, productivity, customer relations, job ticket writing, phone etiquette, employer requirements and policies. Coverage of related state and federal requirements.

DET 231
Practical Applications Lab (5) (PT)
Service and repair of industrial trucks and equipment as per customer/instructor repair order. Work is done in an industry-like setting using current repair orders and standard repair time guides (SRT’s). Emphasis on quality, efficiency and productivity. Prerequisite: DET 230.

DET 235
Mobile HVAC Systems Theory (2) (PT)
Basic principles of heating and air conditioning as used in mobile applications. Corequisite: DET 236.

DET 236
Mobile HVAC Systems Lab (4)(PT)
Industry accepted practices and procedures of air conditioning system diagnosis and repairs. Corequisite: DET 235.

DRAMA

DRMA 100
Applied Drama (3)
Provides credit for participation in either the artistic or technical aspects of the college's quarterly play productions. This course may be repeated for credit.

DRMA& 101
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
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
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
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
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
Intermediate Acting (5) (H)
Continuation of acting fundamentals with an emphasis on improvisational techniques and exercises, and advance monologue and scene work. Students will be expected to attend two plays during the quarter at their own expense.

DRMA 110
Stage Makeup (3)
Introduction to the types of theatrical makeup and the techniques of application.

DRMA 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
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 evaluation of their performance. The student must successfully audition and be cast in a college production. Prerequisite: audition selection for quarterly play production.

DRMA 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
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
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
Introduction to Movement for Theatre (1)
Introduction to dance for Musical Theatre. 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
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
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 theatre production.

DRMA 205
Contemporary World Theatre (3)
Introduces contemporary world theatre using the theatrical productions of the Pacific NW regional theatres and the Broadway theatres of NY City. Travel to and study these productions. Visits to additional cultural events/locales will be included.

ECON& 201
Microeconomics (5) (SS)
Study of individual markets and how prices and quantities react within those markets to meet the unlimited wants of human beings.

ECON& 202
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 203
Exceptional Child (3) (PT)
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) (PT)
Examination of the core issues of individual learning: learning theories and styles, conferencing and assessment techniques, and developing sensitivity to diverse student populations.

EDUC 275
Curriculum Development (3) (PT)
An examination of the nature, scope, and sequence of curriculum. Discussion of course goals, content and evaluation.

EDUC 280
Teaching Online (4) (PT)
Experience being an online student, make the transition from “face to face” instruction to teaching online. Learn to use online instruction tools, become familiar with Blackboard basics, and begin creating online courses.

EDUCATION-EARLY CHILDHOOD

ECED 100
Child Care Basics (3) (PT)
Designed to meet licensing requirements for early learning providers, STARS 30 hour basic course recognized in MERIT system. Topics: child development, cultural competency, community resources, guidance, health/safety/nutrition and professional practice.

ECED 105
Introduction to Early Child Education (5) (PT)
Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals and programs in action.

ECED 107
Health/Safety/Nutrition (5) (PT)
Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandating reporting, and available community resources.

ECED 120
Practicum — Nurturing Relationships (2) (PT)
Students gain experience engaging in nurturing relationships with children, keeping children safe and promoting children's growth and development.

ECED 132
Infants/Toddlers Care (3) (PT)
Examine the unique developmental needs of infants and toddlers. Study the role of the caregiver, relationships with families, developmentally appropriate practices, nurturing environments for infants and toddlers, and culturally relevant care.

ECED 134
Family Child Care (3) (PT)
Learn the basics of home/family child care program management. Topics include licensing requirements; business management, relationship building, health, safety, and nutrition, guiding behavior and promoting growth and development.

ECED 139
Administration of Early Learning Programs (formerly EDEC 155) (3) (PT)
Establish administrative skills required to develop, open, operate, manage, and assess early childhood education and care programs. Explore techniques and resources available that meet Washington State licensing and NAEYC standards.

ECED 160
Curriculum Development (formerly EDEC 230) (5) (PT)
Investigate learning theories and create curriculum that enhances the development of language, fine/gross motor, social-emotional, cognitive and creative skills in young children.

ECED 170
Environments – Young Child (3) (PT)
Design and evaluate indoor and outdoor environments which ensure quality learning, nurturing experiences, and optimize the development of young children.

ECED 180
Introduction to Child Development Associate (1-12) (PT)
Training designed to teach Child Development Associate (CDA) Competencies. Topics include Washington State S.T.A.R.S. Initial Training, Creating Safe and Health Environments, Child Growth, Development and Learning, Child Guidance, Working with Families, Communication, Observation and Assessment, Curriculum, Development, and Professionalism. The course is taught in ten one-week modules. These modules may be taken consecutively or individually, as needed.

ECED 181
Language and Literacy (5) (PT)
Create teaching strategies for language acquisition and literacy skills at each developmental stage (birth-8) through the four interrelated areas of listening, speaking, writing, and reading.

ECED 190
Observation/Assessment (formerly EDEC 132) (3) (PT)
Collect data to assess children. Use this data to plan for group and individual needs.

EDEC 232
Special Education Curriculum (3) (PT)
Examination of the theories and models of curriculum development for special education learners.

EDEC 235
Special Education Practicum (5) (PT)
Integration of theory, methods and child development into classroom practice. Opportunity to examine and experience all of the competencies of the professional teaching in the Special Education classroom. Pre/Corequisites: EDEC 225 and 230.

ELECTRONICS, ROBOTICS, and 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 proper cabling techniques.

ELT 115
DC Electronics w/lab (5) (PT)
Basic electronic theorems. DC circuit analysis. Series and parallel circuits.

ERA 120
Sensor Technology w/lab (3) (PT)
How to use, repair and calibrate electronic sensors that measure heat, light, magnetism, pressure, flow and liquid level.

ELT 121
AC Electronics w/lab (5) (PT)
Analysis and troubleshooting of AC circuits. Capacitors and Inductors are studied. Transformers and Filters. Prerequisite: ELT 115.

ELT 133
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 power supplies. Monolithic IC regulators. Prerequisite: ELT 121. Corequisite: ELT 133.

ERA 150
Robotics I w/lab (3) (PT)
An introduction to the principles of robotics. Prerequisite: one quarter of prior programming.
ERA 151  Mechanical Systems w/lab (3) (PT)
Explore the principles behind simple machines, then apply this knowledge to the study of pneumatic systems.

ELT 212  Computer Electronics I w/lab (4) (PT)
Digital Logic Circuitry, Binary numbers, Small Scale and Medium Scale Integration, Boolean Algebra, Combinational and Sequential circuitry.

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 w/lab (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)

ERA 230  Robotics I w/lab (4) (PT)
Students learn the mechanical, electronic and software features of autonomous robots. Prerequisite: ERA 150, ELT 115, CST 224.

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) (PT)
LAN setup, connecting LANS to WANs. Network Interface Cards, Client connectivity, network protocols, router configuration. Prerequisite: ELT 212 or instructor permission.

ELT 242  Network Technology II w/lab (4) (PT)
Course concentrates on materials commonly associated with Security+ certification. Coverage includes risk identification, intrusion detection, encrypted communication, firewalls and basic forensics. Prerequisite: ELT 238.

ERA 250  Automation I w/lab (4) (PT)
An introductory study of the principles of Automation. This includes: Thyristors, Electric Motors, Motor Controls, Ladder Logic and Closed Loop Systems. Prerequisites: ELT 121, ERA 120, ERA 151.

ERA 251  Automation II w/lab (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: ERA 250.

ERA 270  Robotic II w/lab (4) (PT)
A third course in Robotics. Topics covered are: infrared range sensing, navigation principles of autonomous robots, behavior based control, and characteristics of work-cell robotics. Prerequisite: ERA 230.

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 Controls (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. Prerequisite: PPO 100.

PPO 103  Electric Utility Distribution System (5) (PT)
Continuing coverage of power systems, boilers and prime movers. Prerequisite: PPO 102.

PPO 120  Energy Tech. Blueprint Reading (4) (PT)
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 (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. Corequisite: PPO 150.

PPO 191  Power Plant Job Preparation (4) (PT)
Introduces students to local power generation facilities through touring potential job sites, preparing for the POSS test which is required for entry level employment or apprenticeship.

PPO 201  Plant Systems I (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 I (5) (PT)
Provides a background in refrigeration, heating, ventilation and air conditioning; and lighting. Prerequisite: PPO 201.

PPO 203  Plant Operations Refrigeration and HVAC (5) (PT)
Provides a background in power plant operations and controls. Prerequisite: PPO 202.

ENGINEERING

ENGR 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  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.
Course Descriptions

ENGR 112
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. AUTO-CAD software is used as the primary CAD tool. Prerequisites: ENGR& 111 or equivalent, or permission of instructor.

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 permission.

ENGR& 204
Electrical Circuits (5)
An introduction to basic electrical circuits and systems. Topics include: basic analysis techniques; nodal and mesh analysis; Thévenin and Norton equivalent circuits; operational amplifiers; step, natural and steady state circuit response. Concurrent enrollment in MATH& 141 is recommended. Prerequisite: MATH& 152 and PHYS& 222.

ENGR& 214
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
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. Prerequisite: MATH& 152.

ENGR& 225
Mechanics of Materials (5)
The last of a three-course sequence includes the study of stress, strain, deflection in beams, columns, machine and structural members. Includes bending moments, shear, torsion, deformation, unsymmetrical bending, and eccentric loading. Prerequisite: ENGR& 214.

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. Permission of instructor 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)
Builds 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)
Builds 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 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 communication.

ENGL 098
Writing and Grammar Review (1-5)
Study proper word usage, 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. Prerequisite: 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 100
Writing for College (1)
Lab hours in the Writing Center will support skill development and confidence in specific aspects of college writing, to be defined in an Individual Learning Plan (ILP) with instructor.

ENGL& 101
English 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. Prerequisite: 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 original source-based papers and projects. Prerequisite: completion of ENGL& 101 with a minimum grade of 2.0.

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. Prerequisite: ENGL& 102 (recommended corequisites)

ENGL 107
Professional Writing (3)
Learn to write, edit and format professional forms of communication, how to adapt materials 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& 111
Introduction to Literature (5)(H)
Introduces the major genres, techniques and themes of literature by examining the work of a variety of classic and contemporary authors.

ENGL& 113
Introduction to Poetry (5)(H)
Introduction to modern poetry (mid-19th c. to present) through the study of major English language poets: their lives, influences, and works. Prerequisite: ENGL& 101.

ENGL& 114
Introduction to Dramatic Literature (5)(H)
Survey of dramatic literature from classical Greek to modern plays, emphasizing basic elements of plot, character, language, and the traditional genres of tragedy and comedy. Students will attend two plays at their own expense.
ENGL 160
Women’s Literature (5) (H) (D)
Examines literature written by women to understand how gender, class and race shape their experience and their writing. Genres will include poetry, short stories, non-fiction, fiction and drama. College-level reading and writing skills expected.

ENGL 180
Short Fiction (5) (H)
Survey of short story as representational vehicle in romanticism, realism, modernism, horror, satire, science fiction, magical realism. Primarily American in focus; includes cross-cultural comparisons. College-level reading, writing skills expected. Creative writing options.

ENGL 204
Introduction to Shakespeare (5) (H)
Learn about the life, times and works of William Shakespeare, how Elizabethans’ likes and dislikes, superstitions, and social order influenced this golden age of the theatre by studying six of the Bard’s 37 plays.

ENGL 208
Introduction to Creative Writing (5) (H)
Writers will move beyond the traditional ‘academic essay’ into an exploration of literary genres to include poetry, creative nonfiction, short fiction, and drama in an interactive workshop environment. Prerequisite: ENGL & 101.

ENGL 209
The Hero’s Quest: Survey of English Literature 7th Century (5) (H)
Surveys how medieval and early Renaissance English writers explored issues like the relationship between rulers and subjects, God and free will, and the war between the sexes. Covers the Beowulf poet, Chaucer, Shakespeare, and more.

ENGL 210
The Crisis of Faith: Survey English Literature 1616 (5) (H)

ENGL 211
Survey of English Literature: 1798 - Present (5) (H)
This survey studies how, amid political, technological, religious, and artistic ferment, English literature was transformed by the Romantic poets, the rise of the Victorian novel, and the innovations of modern fiction, drama, and poetry.

ENGL 220
American Drama (3) (H)
Presents six classic American plays which deal with society and family expectations. Students will view, analyze, discuss, and write on the literary components and substance of these plays.

ENGL 223
Literature for Children and Adolescents (5) (H)
Introduction to historical framework of this genre of literature and the authors and illustrators of children’s books from pre-school to adolescence. Classics as well as contemporary publications included. Reading to children at day-care included.

ENGL & 235
Technical Writing (5) (C)
An alternative to ENGL & 102 for science and engineering majors, focused on writing with clarity, objectivity, audience awareness, proper formats as well as research techniques, problem-solving, critical thinking and development of source-based writing. Prerequisite: completion of ENGL & 101 with a minimum grade of 2.0.

ENGL 244
American Literature I (5) (H)
Surveys how great American writers have addressed classic American values and conflicts, tracing the development of our national literature through the Puritan, Transcendental, Realist, Naturalist, and modern movements and covering poetry, fiction, and nonfiction.

ENGL 249
The Great American Novel (5) (H)
Explore the development of the American novel and its major themes, focusing on classics by writers like Hawthorne, Melville, Twain, Chopin, Hemingway, Faulkner, and Morrison. This course requires college level reading and writing skills.

ENGL 250
Literary Themes (1-5)
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 260
Non-Western World Literature (5) (H) (D)

ENGL 271
Intermediate Creative Writing (3)
Students will hone their creative writing, workshop, and revising skills while working on an individual project. Prerequisite: ENGL 208 & instructor 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 workshops, and revising of an individual project. Prerequisite: ENGL 271 & instructor permission.

ENVIRONMENTAL SCIENCE
ENVS & 100
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, pollution. Local and global environmental issues will be discussed.

ENVS 100L
Introduction to Environmental Science Lab (1)
Field experience in environmental science. Visit local environments, both natural and human-dominated, ranging from old growth forests to floodplain restoration sites to recycling, forestry and organic farming operations. Includes two Saturday field trips. Corequisite/or prerequisite: ENVS & 100 or ENVS 170.

ENVS & 101
Intro to Environmental Science w/lab (5) (S)
An interdisciplinary course for non-science majors and beginning science students. Topics include biodiversity, climate, pollution, energy and food. Independent laboratories and field trips included. Students cannot receive credit for both ENVS & 100 and ENVS & 101.

ENVS 120
Watersheds: Connecting Mountains to the Sea (5) (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 (5) (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.

FRENCH
FRCH & 121, 122, 123
French I-II-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.
GIS 101
GIS Introduction (3) (PT)
Provides an overview and hands-on practice with Esri’s ArcGIS Software (ArcMap / ArcCatalog). Encourages students to associate, relate, and apply GIS technology to major and career goal. Students will complete Esri ‘Virtual Campus’ Certificates.

GIS 102
GIS Spatial Data Design (3) (PT)
Provides in-depth analysis and hands-on practice with coordinate systems, projections, and the structure capabilities and methods for designing geodatabases within GIS. Students will complete Esri ‘Virtual Campus’ Certificates.

GIS 103
GIS Based Cartography (3) (PT)
Introduces the art and science of GIS cartography (map making). Create digital and hardcopy representations for a variety of audiences, using the latest Esri GIS software and extensions. Students will complete Esri ‘Virtual Campus’ Certificates.

GIS 104
GIS and GPS Integration (3) (PT)
Collect, transfer, and use Global Positioning System (GPS) data as primary and secondary data in GIS software for analysis and visualization. Students will complete Esri ‘Virtual Campus’ Certificates.

GIS 110 Principles of GIS (5) (PT)
Introduction to the principles of geographic information systems: data sources, data models, capturing and manipulating GIS data, geography concepts, and spatial data. Hands-on practice with GIS software. Prerequisite: MATH 098, must have computer skills (email, file structure, windows).

GIS 200 GIS Extensions Analyst (3) (PT)
Introduction to Esri’s ArcGIS Extensions that provide advanced analysis and visualization options while developing skills using 3D Analyst, Spatial Analyst, Network Analyst, Model Builder, Maplex, and others. Students will complete Esri ‘Virtual Campus’ Certificates.

GIS 201 GIS Capstone (3) (PT)
In this culminating course, students plan and implement a project using skills such as spatial data design, cartography, and extensions analysis acquired in previous GIS courses.

GIS 250 GIS and Remote Sensing w/lab (5) (PT)
Application of geographic information systems (GIS) and techniques of remote sensing in natural resource management, including area determination, scale, height measurement, and forest analysis. Detailed cases are studied. Prerequisite: GIS 110, ENGL 099, MATH 099, or instructor permission.

GEOG& 200 Human Geography (5) (D) (SS)
(formerly GEOG 250)
Introduction to basic geographical concepts, with an emphasis on interrelationships of people and their physical and cultural environments. Course will satisfy requirements for elementary education majors and meet state-mandated Essential Academic Learning Requirements for geography.

GEOG 201 Introduction to Physical Geography w/lab (4) (S)
Explore the characteristics of and relationships between Earth’s natural system: lithosphere, hydrosphere, 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.

GEO 100 Geology for Engineering and Environmental Studies w/lab (3) (S)
Explore minerals and rocks, geological processes, and geological investigation techniques that relate to geotechnical and environmental concerns.

GEO 102 Earth Evolution and Global Change (4) (S)
Students will 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 prerequisites but GEO 101/101L recommended; concurrent enrollment in GEO 102L. Coursework will include some college level writing and math.

GEO 102L Earth Evolution and Global Change (1) (S)
Identify common sedimentary and other rocks, minerals, and fossils; interpret sedimentary environments; determine relative ages; learn about plate tectonics. Concurrent enrollment in GEO 102 or instructor permission.

GEO 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.

GEO 180 Cascade and Plateau Geology (3) (S)
Students will explore the geology of a selected area of interest, for example, Hawaii, Grand Canyon, Rocky Mountains, Cascades, Yellowstone, Tetons, Southwest Deserts, etc.

GEO& 208 Geology of the Pacific Northwest 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 minerals, faults and folds, mountain building, landforms, glaciation, and surface processes.

HLTH 120 Women’s Health Issues (3) (HF) (D)
An opportunity to examine current women’s health and well-being issues.

HLTH 125 Exploring Healthcare 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 135  
Healthy Weight Control (2) (HF)  
An introduction to healthy eating that focuses on a balance of foods, including a variety of lifestyle change strategies that will enhance the maintenance of a healthy weight.

HLTH 140  
Exercise and Nutrition (3) (HF)  
Two core components of a healthy lifestyle - a healthy diet and a safe exercise program - will be explained and developed. Students are expected to exercise outside of class time.

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.

HLTH 163  
First Responder (5) (PT)  
The 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 care. Must be 18, affiliated with Lewis County EMS or law enforcement agency, have valid Driver's License, pass a background check.

HISTORY

HIST 110  
History of Intolerance (3) (SS) (D)  
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  
Western Civilization I (5) (SS)  
Analysis of the development of major political, economic, social and cultural characteristics of Antiquity and Medieval Europe.

HIST& 117  
Western Civilization II (5) (SS)  
Analysis of the modern state with emphasis on the Renaissance, the Reformation, Absolutism, Scientific and Political Revolutions.

HIST& 118  
Western Civilization III (5) (SS)  
Analysis of the late 19th and 20th centuries with special attention paid to the development of political, social and economic trends and events.

HIST& 146  
US History I (5) (SS)  
Analysis of American history from the pre-invasion to the Antebellum Era. Emphasis will be on the political, social, and economic changes.

HIST& 147  
US History II (5) (SS)  
Analysis of American history from Antebellum Era to the Progressive Era. Emphasis will be on the political, social, and economic changes.

HIST& 148  
US History III (5) (SS)  
Analysis of American history from World War One to the present. Emphasis will be on the political, social, and economic changes.

HIST& 214  
Pacific Northwest History (5) (SS)  
Study of the early exploration and settlement of the Pacific Northwest. Emphasis will be on the economic, political and social developments. The course is designed to meet state certification requirements for teachers.

HIST 275  
America in Vietnam (5)  
Overview of the Vietnam Conflict, including the 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.

HUMANITY PROJECT

HON 160, 170  
Honors Project (3)  
Honors students will work with one faculty mentor to develop, complete, and publicly present a three-credit project or paper that requires original research and development. It is expected that the project will involve 60 to 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 – Workplace (5)  
Study of behavior, personality, self-management, self-development, and elementary business psychology in the workplace. Focus on understanding and demonstrating skills imperative to workplace success including communications, personal attitude, motivation, and workplace etiquette.

HUMANITIES

HUM 110  
Ethics and Cultural Values (5) (H) (D)  
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  
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  
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  
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 the 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.

HUM 281, 282, 283, 284, 285, 286  
Lyceum I (1)  
The Lyceum offers a variety of lectures on topics of current interest across a wide variety of disciplines. The theme may vary from quarter to quarter.

INTENSIVE ENGLISH PROGRAM

IEP 084, 088, 092, 096  
Intensive English Speaking (1-5)  
Multi-level language course with emphasis on communicative oral proficiency. Instruction includes use of multimedia to enhance the learning of the English language and American culture.
IEP 085, 089, 093, 097  
**Intensive English Listening (1-5)**  
This course provides students with reciprocal listening training. They will also be introduced to non-reciprocal listening tasks both in a formal and non-formal method of communication.

IEP 086, 090, 094, 098  
**Intensive English Reading (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.

IEP 087, 091, 095, 099  
**Intensive English: Writing and Grammar Level I (1-5)**  
This is a multi-level class to prepare non-native English students for writing in college level academic and technical courses. Difficulty and length of writing assignments increase with each level. Students write about themselves, their culture or other familiar topics, discuss and write about American and world culture, and academic topics. Writing fluency is stressed, and correction focuses on structural and grammatical errors appropriate to each level. Paragraph development and short essay organization are emphasized. Writing includes description, narration, comparison/contrast, with some analysis and summarizing of short reading passages. Students keep a daily journal.

### 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 kinds 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. Prerequisite: JOUR 106.

JOUR 160  
**Introduction to Mass Media (5) (H)**  
A survey of the mass media in America: newspapers, magazines, books, recorded music, radio, television, motion pictures, the World Wide Web: with emphasis on structure, function, audience, content, effect and social responsibility.

JOUR 170  
**Racism, Sexism and the 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.

### 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)**  
Student will learn how to use the tools of research, including both traditional library resources and those accessed over the Internet. They will discover how information is organized and indexed for retrieval, the appropriate search syntax for a variety of databases, and the underlying search patterns that remain constant from resource to resource. Students will demonstrate acquisition of these skills through the creation of a topic pathfinder and individual weekly assignments. Prerequisite: ENGL 099 or equivalent.

### BACHELOR OF APPLIED SCIENCE IN MANAGEMENT

BAS 300  
**Foundations of Management (5)**  
Foundation course that explores organizational theory and introduces the principles and concepts of effective management including planning, organizing, leading, and controlling. Effective decision-making, conflict resolution, change management and motivating employees will be discussed.

BAS 305  
**Managerial Economics (5)**  
This course surveys economic condition and the application of tasks normally associated with a corporate economist. Topics of study include free market economies, supply and demand, regulation, inflation, price elasticity, and comparative advantage.

BAS 310  
**Accounting Principles for Managers (5)**  
Foundation course in accounting principles from a management perspective. Analyze the interrelationships of financial statements and cost behavior to measure and control the performance of a business entity, and make decisions based on this information.

BAS 315  
**Ethics (5)**  
Foundation course in ethics as applied to businesses and organizations related to management issues. Students will explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face.

### BAS 320  
**Leadership and Organizational Behavior (5)**  
Relate theory and research to organizational problems by reviewing advanced concepts in motivation, perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences.

BAS 325  
**Legal Issues (5)**  
A core course concerning the impact of laws, regulations and legal responsibilities on management behavior with a focus on the application of this learning to real life situations for organizations both large and small.

BAS 330  
**Professional and Organizational Communication (5)**  
Foundation course designed to develop effective written and verbal communication skills in organizational settings. Students will gain an appreciation for the crucial role communication plays in organizations and how to improve their employability.

BAS 340  
**Applied Financial Management (5)**  
Surveys the application of tasks normally associated with the corporate financial manager. Topics of study include planning, controls, capital markets, capital budgeting, capital structure, and working capital management.

BAS 350  
**Managerial Statistics (5)**  
An introduction to the science of good decision-making in the face of uncertainty. Common statistical analysis techniques will be examined and applied in case studies involving financial analysis, econometrics, auditing, production, and operations including services improvement and marketing research. Students will examine the difficulties, subjective decisions, and pitfalls when analyzing data and making inferences from numbers. Students will be required to think logically about quantitative evidence and to translate real-world situation into mathematical questions. A group presentation of a statistical analysis with arguments will be required. (Pre-requisite: any 100-level math course that has Math 099, Algebra II, as a pre-requisite)

BAS 360  
**Business Principles, Planning, and Strategy (5)**  
Core course in strategy and planning. Topics include: establishing organizational mission, formal planning, strategy formulation, and implementation. Identify strengths, weaknesses, opportunities, and threats facing organizations.
BAS 370 Practicum in Management (5)
This course will explore and build student comprehension of the application of management functions covered in BASM courses via direct interaction between students and local managers and entrepreneurs from private, public and non-profit sectors.

BAS 380 Marketing for Managers (5)
A core course designed to develop the marketing knowledge and skills necessary for the successful manager of a profit or non-profit organization. Students will develop and present a comprehensive marketing plan.

BAS 410 Project Management (5)
This course covers the theory and practice of project management in the context of technical, financial and human resource constraints. Planning, organizing, securing and managing the human, financial and physical inputs required to meet project objectives will be covered. An understanding of contemporary techniques will be developed and how technology is used to create visual tools for the monitoring, measurement and management of complex projects. The final project will consist of small teams recommending to the cohort the type of project management technique that is most appropriate for a specific project from a case study. Prerequisite: BAS 300.

BAS 420 Management of Human Resources (5)
Core course in the responsibilities and role of human resource management in today’s workplace. Material will concentrate on both regulatory and strategic responsibilities of HR. Topics include recruitment, interviewing, compensation and current HR issues.

BAS 435 Operations Management (5)
A capstone course in which students investigate the unique aspects of managing and growing small- to medium-sized businesses including strategic and operational planning and inevitable tradeoffs that must be considered. Evaluation of the operational decision-making management techniques used to improve the processes and productivity in organizations. Topics include quality and outcomes, efficiency, forecasting, work flow processes, working capital management, inventory control, design of good and services and supply chain issues. The final project will require students to apply techniques of operations management to develop realistic alternatives for a local organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

BAS 440 Environmental Issues (5)
Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting. Regulations to SEPA, NEPA, the Army Corps, archeological and hydraulics will be studied from the perspective of local planning departments. Students will prepare typical permit applications required for on-the-ground project development in Lewis County including the ever-present issue of dealing with groundwater and wetlands issues. This course will have a lab component which will meet on the weekends.

BAS 470 Management Internship (5)
A capstone course which is a culminating activity which will require the application of the BASM Program learning outcomes. An individualized or small team internship will be conducted with students working (paid or unpaid) for local business, entrepreneurs, non-profits, or governmental units in a supervised environment where specific program-related outcomes have been signed by and agreed to by both the student, the organization providing the internship, the faculty member teaching BAS 470 and the BASM Program director. The internship will use the students’ acquired skills to provide meaningful and practical input to the organization involved. Students will work individually or in small teams as appropriate. The cohort will meet so students can share the nature of the issue, the progress as well as the barriers they are experiencing so students can learn from one another. Students will be graded on the basis of the quality of the deliverable that is provided to the host organization. (Pre-requisite: completion of BAS foundation courses and 30 additional BAS core credits)

BAS 490 Strategic Management and Policy (5)
A capstone course which focuses on the key aspects that must be addressed for sustained organizational success, effective problem solving, and the capture of opportunities from the perspective of the general manager or the entrepreneur. Includes strategic issues facing organizations such as: the global economy, regulatory changes, competitive pressures, challenges from non-traditional competitors, and the identification and realization of new services and products. Topics will include financial analysis, decision-making, communications, as well as the leadership required to affect and sustain positive organizational change. Complex case studies of both commercial and non-profit entities will be used to immerse the students in the integrated complexities that general managers face. (Pre-requisite: completion of BASM foundation courses and 30 additional BAS core credits)

MATH 095 Basic Mathematics (1-5)
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 097 Algebra for Statistics (5)
An algebra course for students intending to enroll in MATH 146, Introduction to Stats. This course does not meet the algebra prerequisite or other quantitative skills courses or for transfer to the University of Washington. Prerequisite: MATH 096 or Compass score of 78+.

MATH 098 Algebra I (1-5)
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.

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 098 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. Prerequisite: MATH 100 or equivalent.

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 100 or equivalent.

MATH 116
Industrial Math (5)
Application of basic mathematical operations to specific workforce programs including common fractions, decimal fractions, percentages, ratio and proportion, practical algebra, and computations involving rectangles and triangles. Emphasizes the use mathematics in diesel and welding.

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
Math for Elementary Education 1 (5) (M)
Designed to provide the conceptual framework for teaching mathematics from kindergarten through eighth grade. Prerequisite: MATH 099 or equivalent ASSET/COMPASS score.

MATH & 132
Math for Elementary Education 2 (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
Precalculus Refresher (5) (M)
Designed as a refresher course for students who have previously had a Precalculus course. Content includes everything covered in MATH 141 and MATH 142. Prerequisite: High school pre-calculus equivalent or Instructor Approval.

MATH 141
Precalculus 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
Precalculus II (5) (M)
Graphical, numerical, and symbolic development of the trigonometric functions and their inverses as defined on the unit circle and right triangle 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
Introduction to Statistics (5) (M)
Introduction to concepts of data collection, organization and summaries. Develop the fundamental 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
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 field biological, social and management sciences. Prerequisite: MATH & 141, MATH 115 or equivalent.

MATH & 151
Calculus I (5) (M)
The first in a four-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
Calculus II (5) (M)
The second in a four-quarter sequence. 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
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
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 Announcing (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) (C)
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 quality 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 quality 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 quality 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.

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.

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 (C) (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 (3)
Learn strategies to research and prepare material for broadcast. The use of promotions and contests to increase station ratings also will be covered.

M ST 260
Introduction to TV and Video Production for the 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 Television and Video Production for the 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.

M ST 262
Television 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: M ST 230, 231 or permission of the instructor.

M ST 272
Radio Broadcasting Internship (2)
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: M ST 230, 231 or instructor permission.

M ST 273
Radio Broadcasting Internship (3)
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: M ST 230, 231 or instructor permission.

M ST 274
Radio Broadcasting Internship (4)
Practice and perfect your announcing skills on the campus radio station KCED FM. Prerequisite: M ST 230, 231 or permission of the instructor.

M ST 281
TV Broadcasting Internship (1)
Designed for students who wish to produce independent video projects outside of the classroom environment. Permission of instructor required. Prerequisite: M ST 260, 261, 262.

MEDICAL ASSISTANT

HLSV 140
Medical Assisting Introduction (5) (PT)
An introduction to the profession of medical assisting in the ambulatory health care setting. Designed to explore the medical assistant as a valuable member of the health care team. Prerequisite: BTEC 260.

HLSV 141
MA Clinical Procedures I (10) (PT)
Overview of physical examinations, procedures, and testing that a medical assistant would assist a health care provider with in an ambulatory care setting. Prerequisites: BTEC 260, 270, BIOL& 170, HLSV 140.

HLSV 142
Medication Administration (6) (PT)
An overview of pharmacology and medication administration as it applies to the medical assistant’s responsibilities in ambulatory care. Prerequisites: HLSV 140, 141.

HLSV 143
MA Clinical Procedures IV (6) (PT)
Surgical setup for clinical/office procedures explored in detail; review of the role of diagnostic imaging, rehabilitation, and nutrition in the interdisciplinary approach of patient care. Prerequisites: HLSV 140, 141, 142.

HLSV 144
MA Externship Seminar (1) (PT)
This class allows the medical assistant extern to explore objectives and challenges in bridging their classroom/lab experiences to the experiences they are encountering in their externships. Prerequisites: HLSV 140, 141, 142, 143.

HLSV 145
MA Clinical Externship (6) (PT)
One hundred eighty unpaid hours of externship in an ambulatory health care setting that allows the medical assistant student to bridge their classroom education and lab training to the real world medical setting. Prerequisites: HLSV 140, 141, 142, 143, 144.
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
Piano I (1)
Introductory piano. Emphasizing basic keyboard skills, music reading, and conceptual understanding pertinent to early level study. Includes transposition, harmonization, sight reading, improvisation, and basic keyboard repertoire. Pre/corequisite: MUSC & 131.

MUSC 109, 110
Piano II-III (1)
Continued piano study for the non-keyboard music major. Emphasizes arpeggios, inversions, seventh chords, modes, pedaling and performance of elementary-level repertoire. Pre requisite: MUSC 108 with a minimum grade of 2.5 or instructor permission.

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 permission of instructor only.

MUSC & 121
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.) Pre requisite: music reading skill.

MUSC & 122
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 skill. Required of all music majors. The student must simultaneously register for MUSC & 132. Prerequisite: MUSC & 121 or permission of instructor.

MUSC & 123
Ear Training III (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. Students must simultaneously register for MUSC & 133. Prerequisite: MUSC & 122 or permission of instructor.

MUSC 130
History of Western Music (5) (H)
Introduction to musical elements, musical form, and stylistic periods in western music.

MUSC & 131
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
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
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 the instructor. Corequisite: MUSC & 123.

MUSC 139
Music of the World (5) (H) (D)
A music survey of diversity found in music around the world. Examines music as 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 Popular Music (5) (H) (D)
Exposure to styles of American popular music from the 1890s to the present. The development of four American styles: Blues, Ragtime, Dance band and Jazz showing the evolution of American popular music. Prior musical training is not required. Prerequisite: Proficiency in reading, grammar skills.

MUSC 144, 145, 146, 147, 148, 149
Choir I- VI (2)
A vocal group consisting of the part distribution: soprano, alto, tenor, and bass. Will perform both sacred and secular music. Participation in one evening concert per quarter is mandatory. Previous choral experience not necessary. Prerequisite: by audition only.

MUSC 215, 216, 217
Applied Music IV-VI (1)
Study of specific instrument literature and techniques applied to performance. Required of all music majors. By audition and permission of instructor only.

MUSC & 221
Ear Training IV (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 & 123 or permission of instructor. Corequisite: MUSC & 231.

MUSC & 222
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 permission of instructor. Corequisite: MUSC & 232.

MUSC & 223
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. Prerequisite: MUSC & 222 or permission of instructor. Corequisite: MUSC & 233.

MUSC & 231
Music Theory IV (3)
An advanced technical study of western music. Emphasis on modulation, advanced harmonic analysis, including secondary dominants, diminished seventh chords, augmented sixth chords, Neapolitan sixth chords. Prerequisite: MUSC & 133 or permission of instructor. Corequisite: MUSC & 221.
Music Theory V (3)
An advanced study of musical harmony and form. Study of chords with extensions. Emphasis placed on analysis of music of the romantic period. Music Majors must also register simultaneously for the course, MUSC & 222 (Ear-Training V). Prerequisite: MUSC & 231 or permission of instructor; corequisite: MUSC & 222.

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. Music majors must also register simultaneously for the course, MUSC & 223. Prerequisite: MUSC & 232 or permission of instructor; corequisite: MUSC & 223.

Jazz Band I-VI (2)
Jazz ensemble consisting of the following instrumentation: saxophone, trumpet, trombone, piano, bass, guitar and percussion. Perform both on and off campus. Participation in one evening concert is mandatory. Auditions held on first day of class. Prerequisite: by audition only.

Performance Ensemble I-VI (1)
An ensemble is 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.

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.

Musical Theatre Production II (5)
The student will continue to study the audition process, the effect of musical choreography, the historical setting of work chosen, musical score and dialogue. Prerequisite: by audition only.

Vocal Ensemble I-VI (2)
A small vocal ensemble that prepares and performs chamber works and contemporary vocal literature. Placement is by audition only. Auditions will take place during the first scheduled class.

Music History I (5) (D)
Traces the development of musical composition from antiquity and the early Christian era, through the Baroque era. Music listening is a strong component of the course.
NURSING ASSISTANT

HLSV 121
Introduction to Healthcare (2) (PT)
The complexity of health care, health care provider certifications and team concepts will be introduced. Professionalism, safe patient handling, physical/emotional changes with aging, and specific infection control issues for all care givers will be explored.

HLSV 130
Basic Fundamentals of Caregiving (2) (PT)
Focus is on the requirements for basic caregiving. 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 clinical.

HLSV 132
Nurse Delegation (2) (PT)
Class is for Washington State caregivers who work in or will work in specific community-based long-term care settings. Course covers: medication administration, diabetes care, roles and laws pertaining to delegation and hands-on skills practice. Prerequisite: NAC Certification or co-enrollment in NAC.

HLSV 133
Mental Health (1) (PT)
Learn how a caregiver, in a generalized residential setting, can work effectively with a person who has a major mental disorder. Prerequisite: NAC certification or currently enrolled in NAC course.

HLSV 134
Dementia (1) (PT)
Learn how a caregiver, in a generalized residential setting, can work effectively with a person who has memory impairments. Prerequisite: NAC certification or currently enrolled in NAC course.

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. Prerequisite: healthcare provider CPR, instructor permission.

NUTRITION

NUTR& 101
Nutrition (5) (S)
An exploration of the six basic nutrients with diet planning principles, human metabolism, weight control and digestion also being studied. Some chemistry or biology background is helpful. Prerequisite: prior knowledge of chemistry or biology would be helpful.

NUTR 203
Issues in Nutrition (5) (S)
Examines the interrelationship between diet and individual lifestyles with regard to health risks during all stages of life.

OCEANOGRAPHY

OCEA& 101
Introduction to Oceanography w/lab (5) (S)
Explore the physical, geological, chemical and biological characteristics of the ocean: waves and tides, ocean and atmosphere circulation, coastal features and beach processes, ocean basins, sediments, ocean chemistry and physics, plate tectonics, and marine life. Corequisite: OCEA& 101L is integrated.

PHILOSOPHY

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)
Focus on choices made in concrete circumstances. Study traditional ethical theories and present-day moral dilemmas.

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 the wide scope of career opportunities.

P E 103
Basketball (1)
This course will cover the basic skills and techniques of basketball. Includes team defense and team offense.
P E 139
**Volleyball Applications (3)**
A course designed to provide 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)**
A high-impact exercise class designed to improve muscle strength, endurance, flexibility and aerobic capacity.

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 and 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. Students will work at their own level of fitness.

P E 158
**Beginning Tae Kwon Do (1) (HF)**
Develop balance, coordination, agility, spatial awareness, strength and flexibility through the Korean art of Tae Kwon Do. Students will 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 the 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 fastpitch 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
**Lifetime Fitness (2) (HF)**
Cardiovascular endurance, muscle fitness, weight management and flexibility will be studied. One lecture hour and two hours of activity per week.

P E 169
**Cardio Kick Boxing (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 172
**Theory of Baseball (3)**
A practical course with emphasis on the coaching of offensive and defensive strategies, theory, psychology and basic rules. First class meets in Gym.

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 permission.

P E 204
**Advanced Bowling (1)**
Advanced bowling techniques. Prerequisite: P E 104 or permission of instructor.

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 permission. First class meets in Gym.

P E 210
**Advanced Physical Fitness (1) (HF)**
Designed to continue the individual’s personal health-related physical fitness - cardiovascular endurance, muscular strength, muscular endurance, body composition and flexibility. Students will be encouraged to work at their own level of fitness. Prerequisite: PE 110 or instructor permission.

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 permission of instructor.

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

P E 229
**Physical Fitness Concepts (3) (HF)**
A combination of theory and practice in the development of physical fitness. Two lecture hours and two activity hours per week.

P E 230
**Advanced Basketball Applications (3)**
A course designed to provide experiences in advanced strategies, advanced fundamental skills, and advanced team concepts of basketball. Prerequisite: P E 130 or permission of instructor.

P E 231
**Baseball Application II (3)**
Learn advanced techniques and strategies in a practice or game situation with an advanced emphasis on fundamentals, conditioning, team concept and sportsmanship. Prerequisite: PE 131 or permission of instructor.
P E 239
Advanced Volleyball Applications (3)
Provides experiences in advanced techniques and tactics needed to execute advanced team concepts of volleyball.

P E 251
Advanced Aerobic Fitness/Walking (1) (HF)
Advanced aerobic conditioning class for the well-conditioned aerobic athlete. Prerequisite: P E 151.

P E 262
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.

P E 263
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.

P E 264
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

P E 265
Softball Applications II (3)
Learn how to apply the advanced techniques of softball in game-like situations. Prerequisite: P E 165 or permission of instructor.

P E 266
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 permission of instructor.

P E 267
Advanced Basketball Fundamentals (1)
More advanced skills practiced. Prerequisite: P E 167 or instructor permission.

P E 269
Advanced Cardio Kick Boxing (1) (HF)
Designed to offer high-impact 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.

P E 271
PE Practicum I (1)
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 of instructor permission.

P E 272
Physical Education Practicum II (1)
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. P E 271 or instructor permission.

P E 273
Physical Education Practicum III (1)
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 permission.

PHYSICS

PHYS& 100
Introduction to Scientific Method (4)
An introduction to the nature of science and the process of scientific inquiry. Emphasis on critical thinking and the scientific method. Prerequisite: MATH 152.

PHYS& 110
Physics: Non-Science Majors w/lab (5) (S)
(formerly PHYS 100)
A survey of physics with applications in everyday life for non-science majors. Basic concepts in Newtonian mechanics, thermodynamics, electricity, magnetism, optics, and modern physics. Requires knowledge of basic algebra. Includes a 2 hour lab.

PHYS& 114
General Physics I w/lab (5) (S)
Fundamentals of classical mechanics. The first of a three quarter sequence for science majors not requiring calculus based physics. Classical mechanics including statics and dynamics of particles, rigid bodies, and fluid systems. Prerequisite: two years HS algebra and trigonometry or concurrent enrollment in MATH 110.

PHYS& 115
General Physics II w/lab (5) (S)

PHYS& 116
General Physics III w/Lab (5) (S)

PHYS& 221
Engineering Physics I (5) (S)
First in a three quarter calculus-based sequence for science and engineering majors stressing classical mechanics. Include dynamics of translational, rotation, and oscillatory systems of solids, particles and fluids. Prerequisite: MATH& 151 and corequisite: MATH& 152.

PHYS& 222
Engineering Physics II (5) (S)
Wave motion, thermodynamics, and electrostatics. Includes sound, heat transfer, law of thermodynamics, and electric fields. Prerequisite: PHYS& 221 and MATH& 152 and corequisite: MATH& 153.

PHYS& 223
Engineering Physics III (5) (S)
Optics modern physics, electricity and magnetism. Includes geometrical and physical optics, Maxwell’s equations, AC/DC circuits and special relativity. Prerequisite: PHYS& 222 and MATH& 153.

POLITICAL SCIENCE

POLS& 201
Introduction to Political Science (5) (SS)
Exploration of the fundamentals of political science: key concepts, principles, and theories. Analyze why and how leaders make the decisions they do, and why citizens obey most of these decisions.

POLS& 202
American Government (5) (SS)
Students will examine the American political structure and its ideological roots. We will explore how the structure is organized and how it operates.

POLS& 204
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)
An introduction to terrorism in contemporary society, focusing on the underlying political, social, economic, cultural and religious causes, its use as a political tool and measures to be taken to counter and prevent its use.
PSYCHOLOGY

PSYC& 100
General Psychology (5) (SS)
An introduction to the scientific study of behavior: history, research methods, biology of behavior, lifespan development, sensation and perception, learning, memory, intelligence, motivation, emotion, personality, psychological disorders and therapies, and social psychology.

PSYC& 200
Lifespan Psychology (5) (SS)
Human development from conception to death. Basic concepts and principles of biological, cognitive, and psychosocial development are integrated for each age period. Typical developmental tasks as well as problems are emphasized. Prerequisite: PSYC& 100 or instructor permission.

PSYC 210
Introduction to Personality (5)
An introduction to the study of personality, including major theories, with a focus on basic principles of psychology and their application to personality development, personal growth and psychological adjustment. Prerequisite: PSYC& 100 or instructor permission.

PSYC& 220
Abnormal Psychology (5)
An introduction to the study of abnormal behavior, including behavioral problems, personality disorders and maladjustment, and the study of the causes, diagnoses, and treatment. Prerequisite: PSYC& 100 or instructor permission.

PSYC 250
Social Psychology (5)
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 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. Permission of instructor only.

READ 097
Specific Reading Skill Development (1-3)
This course is designed to provide students with opportunities to improve their reading specifically identified areas of need. Comprehension building, word attack skills, and content area reading are a few of the specific areas that can be targeted by this class.

READ 099
Improvement of Reading (1-5)
Students strengthen thinking, reading comprehension, and vocabulary skills in learning to read and study textbooks, writing summaries, note taking, and test taking. Completion of course satisfies the basic skill deficiency in reading. Prerequisite: ASSET placement (reading) 33-41

READ 100
Technical Reading (3)
Designed to teach discipline-specific reading strategies useful to students in both vocational and academic areas. It will also teach awareness of academic though processes and present skills to enhance that thinking process.

READ 110
Speed Reading (3)
Self-paced course for students wishing to increase reading rate and comprehension using proper eye movements, improved vocabulary, and correct reading methods based on reading material. Prerequisite: college level reading and vocabulary skills.

REAL ESTATE

RES 100
Real Estate Fundamentals (6) (PT)
Real Estate Fundamentals is a pre-license 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 140
Real Estate Practices (3) (PT)
This class is a pre-license course that must be completed before taking the real estate broker licensing exam in Washington State. This course is a 30 hour online course that covers practical aspects of the real estate profession. Prerequisite: RES 100.

SOCIOLOGY

SOC 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
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
Cooperative Work Experience (1-12)
See description under COOP 190 for additional information.

SOC& 201
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, ageism, family problems, education, cities, deviance, crime, mental health, physical health.

SOC 225
Cultural and Ethnic Pluralism in Contemporary Society (5) (SS) (D)
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.

SPANISH

SPAN& 121, 122, 123
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
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 permission of instructor.

SCIENCE

SCIE 104
Introduction to Physical Science w/lab (5) (SS)
Study the basic concepts of physical science, learn to apply the scientific method to problem solving and popular science, and apply the scientific methods to a project.

SCIE 115
Weather and Climate w/lab (5) (SS)
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.
**SPEECH**

**SPEE 101**  
*Fundamentals of Public Speaking (3) (H)*  
A course focusing 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**  
*Principles of Speech Communication (5) (H)*  
Introduction to principles of human communication emphasizing interpersonal/intercultural 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) (H) (D)*  
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 101**  
*Centralia College 101 (1)*  
An orientation class emphasizing utilization of campus resources and offering multiple workshops on library research skills, note taking, test taking, stress management, reading skills and memory improvement.

**SDEV 105**  
*Career Planning (2) (PT)*  
Students identify their interests, skills and abilities and evaluate their personality styles, values and work environments as they relate to careers. Activities include interest inventory test, computer programs, job market research and informational interviewing. The format is lecture, discussion, group activities and individual projects.

**SDEV 126**  
*Career Workshops (1) (PT)*  
Nine workshops cover analyzing peoples’ interests, values, aptitudes and personal-  
alties as they relate to career success. Includes career information, transfer information, resume writing, interviewing, placement and workforce trends.

**SDEV 150**  
*Student Success (3)*  
College success strategies; goal-setting, time management, memory improvement, textbook reading strategies, note-taking, test-taking, project management. Taught by lecture, group and individual work. Includes Saturday field trip for challenge course activities.

**SDEV 155**  
*College Success (5)*  
Major topics include setting academic, career and personal goals; effective communication and presentation skills; study, research and test-taking strategies; critical thinking; note taking and memory improvement. Includes Saturday field trip for challenge course activity.

**SDEV 166**  
*Stress Management for Test Anxiety (2)*  
Identify causes of stress and physical and emotional side-effects. Learn methods for reducing stress, including progressive relaxation, meditation, biofeedback, cognitive analysis, and nutrition and exercise strategies. Management of test and math anxiety is emphasized.

**WELDING**

**WELD 126**  
*Industrial Drafting (2) (PT)*  
Basic concepts in developing working drawings for use in industry. Emphasis is on the use of freehand sketching and drawing instruments to produce drawings of three-dimensional objects. Also included is basic dimensioning and pictorial drawing.

**WELD 151**  
*Welding Theory for Mechanics (1-3) (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 permission.

**WELD 152**  
*Welding Procedures for Mechanics (1-5) (PT)*  
Practical application of welding and cutting techniques using oxyacetylene and electric arc welding equipment. Metal preparation, layout, and weldment test-  
ings included. Concurrent enrollment in WELD 151 required.

**WELD 159**  
*Oxyfuel and GTA Theory (1-4) (PT)*  
Theory of oxyacetylene welding, brazing, cutting and gas tungsten arc welding theory. Topics: safety practices for 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 permission of instructor required.

**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 welding testing will also be covered.

**WELD 162**  
*Shielded Metal-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 harden-  
ning, 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 (5) (PT)
Safety, setup, 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)
Outline practices and procedures to follow to prepare for the 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 166; 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 permission of instructor is required. 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 filter metal selection, pipe layout and fitting procedures. Prerequisite: WELD 164 and 165 or permission of instructor.

WELD 268
Gas Shielded Arc Welding (9) (PT)
Exercises enable students to prepare for the Washington Association of Building Officials tests in 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 permission of instructor.

WELD 269
Advanced Fabrication and Welding Theory (4) (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 drawing will also be required. Prerequisite: WELD 267 or permission of instructor.

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. Prerequisite: WELD 268 or permission of instructor. Corequisite: WELD 269.

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 276
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.
Going from being a blue-collar worker to a college student can be overwhelming but Staff was always there to help me. Centralia College gave me the basic knowledge I needed to qualify for this great job with world-class company. Just a couple of years ago I was an unemployed construction worker and now I’m graduating with honors and going to work for Intel. I could not have done it without the help of so many people. Centralia College is a great school.

– Chris Richardson
Directory

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Centralia College

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Executive Assistant to the Vice President ............................................................................. Cheryl Williams
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Associate Dean, Centralia College East ................................................................................ Kelli Bloomstrom
Director, Pacific Northwest Center of Excellence for Clean Energy ....................................... Barbara Hins-Turner
Director, WorkFirst and Worker Retraining Programs ......................................................... Bev Gestrine
Faculty Director, Nursing .................................................................................................... Nola Ormrod
Faculty Director, Teacher Educational Consortium (Saint Martins) ...................................... David White

STUDENT SERVICES
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Director, Disability Services ............................................................................................... Michael Hoel
Director, Enrollment Services .............................................................................................. Qy-Ana Manning
Director, Financial Aid/Student Job Center ......................................................................... Tracy Dahl
Director, International Student Programs ............................................................................ Laju Nankani
Director, Student Life and Involvement Center ..................................................................... Shelley Bannish
Director, TRiO Programs ..................................................................................................... Lisa Taylor

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Director, Technology and Computer Services ....................................................................... Patrick Allison

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Faculty Director ....................................................................................................................... Chuck Kelso

CEDAR CREEK CORRECTIONS CENTER
Program Director .................................................................................................................... Sarah Sytsma
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.

Judith Aguilar (1994), Associate Professor, Adult Basic Education/English as a Second Language. B.A., Universidad National de la Plata.

Patrick Allison (2001), Director, Information Technology. B.S., Park College; M.P.A., University of Alaska.

Ann Alves (2007), Associate Professor, Civil Engineering Technology. A.A., Centralia College.

Shelley Bannish (1987), Director of Student Life and Involvement. B.A., Central Washington University; Master of Arts in Community College Management, Antioch University, Ohio.


Mark Brosz (1994), Associate Professor, Basic Math. A.S., Centralia College; B.A., University of Washington.

Monica Brummer (2012), Program Specialist, Pacific NorthwestCenter of Excellence for Clean Energy. B.S., Oregon State University.

Vann Cantin (1984), Assistant Professor, Computer Science. B.A., The Evergreen State College.

Christopher Carlson (2012), Assistant Professor, Mathematics. B.S., Ohio State University; M.Ed., George Washington University; M.S. and Ph.D., University of California, Riverside.

Eudora Carlson (1989), Associate Professor, Business Education. B.A., Western Washington University, Business Education.

Lisa Carlson (1999), Professor, General Biology/Botany. M.A., University of Virginia; Ph.D., University of Washington, Ecosystems Analysis.


Caytiee Cline (2012), Talent Search Specialist. A.A., Centralia College

Jacob Conrad (2011), Associate Professor, Diesel Technology. A.A.S., Centralia College; B.S., Montana State University—Northern.

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.

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.

Jacob Fay (2008), Associate 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.


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.

Roschelle Fritz (2012), Assistant Professor, Nursing. B.S., Walla Walla University; M.S., Walden University.


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 Goodwin (2012), Assistant Professor, Chemistry. B.S. and M.S., California State University, Sacramento.

Mark Gorecki (2013) Assistant Professor, Spanish. B.A. Minnesota State University, Spanish; M.A. Kansas State University, Teaching English as a Foreign Language (TEFL); M.A. Kansas State University, Spanish Literature.


Melissa Hahn (2013), Program Manager, Testing Center. B.A., University of Toronto; M.B.A., Capilano University.


Charles Hill (2012), Assistant Professor, Nursing. B.S., St. Louis University; M.Ed., University of Washington.

Ellen Hinderlie (2012), Assistant Professor, Nursing. B.S., Pacific Lutheran University.

Barbara Hins- Turner (2005), Director, Pacific Northwest Center of Excellence for Clean Energy. B.S., Marylhurst University; MBA, Marylhurst University.

Michael Hoel (2006), Director, Disability Services. RN, ATACP. B.S., Washington State University.

Rebecca Holderman (2012), International Student Program Specialist. A.A., Centralia College; B.A., Eastern Washington University; M.A., University of South Carolina.


Suzanne Hostetler (2000), Chemical Hygiene Officer/Lab Manager. B.A., University of California, Santa Barbara.
Donna Huffman (1990), Professor, Music. B.M., Brigham Young University; M.M., D.M.A., University of Illinois, Music.

Theresa Ireton (2009), Assistant Professor, English. B.A., M.A., Washington State University.


Carrie Johnson (1989), Assistant Professor, Physical Education, 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.

Karie Jorgensen (2013), Program Manager, Workforce and Continuing Education.


Brigitte Kidd (2004), Dean of Instruction, Transitional Education. M.A., Webster University M.A.C., Saint Martin's University; Ed.D., NOVA Southeastern University, FL.

Jamie Krause (2010), Assistant Director, Pacific Northwest Center of Excellence for Clean Energy. B.S., So. Illinois University; M.A., Chapman University.

Cindy Lawrence (2006), Web Site Manager. B.A., University of Texas.

Julie Ledford (2011), Vice President of Human Resources/Legal Affairs. B.A., Washington State University; J.D., Western State University.

Jacob Lund (2008), Associate Professor Civil Engineering Technology-Engineering. B.S., Washington State University.


Atara MacNamara (2008), Associate 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.


Mary McClain (2012), Assistant Professor, Business Technology. B.B.A., Boise State University.

Larry McGee (2012), Executive Director, Bachelor of Applied Science in Management Program. B.S., Millikin University; M.B.A., Shippensburg University.

Jeff McQuarrie (2012), Assistant Professor, English. B.A., Washington State University; M.S., Northeastern University.

Sheryl Mercer (1997), 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), 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), Associate Professor, Biology. B.A. Harvard University; M.A., University of California, Santa Barbara; Ph.D., University of California, Santa Barbara.

Vicki Oakerman (1998), Director of Budgets.

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.

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.

David Peterson (2011), Assistant Professor, Electronics/Robotics. A.A. Centralia College, Engineering; B.S. Washington State University, Mechanical Engineering.

Jody 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), Associate 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.

Julie Priddy (1985), Professor, Physical Education, Health. Diploma of Teaching, Kedron Park Teacher's College, Brisbane, Australia; B.A., M.Ed., Western Washington University, Adult Fitness.

Patrick Pringle (2005), Associate Professor, Earth Sciences. B.S., M.S., University Akron.

Otto Rabe IV (2012), Assistant Professor, Accounting/Business. B.S., Southern Illinois University; M.B.A., St. Martin's University.

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. B.S., Iowa State University.
Rebecca Scott (2007), Parent Support Services Program Coordinator. B.A., The Evergreen State College; M.I.T., Saint Martin’s University.

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.

Rick Skinner (2012), Upward Bound Specialist. B.A., Concordia University; M.A., Grand Canyon University.

Connie Smejkal (2006), Assistant Professor, Business. B.S., National American University; M.M., University of Phoenix.

Margaret Snyder (1991), Assistant Professor, Librarian. B.A., M.L.S., Florida State University; M.A., Idaho State University, English-Librarianship.


Lisa Spitzer (2008), Assistant Professor, Developmental Math. B.A. Central Washington University, Math Education; M.A. Grand Canyon University, Teaching.

Shandy Stomieorski (2009), Student Activities–Admissions Outreach Specialist. B.A. Eastern Washington University.

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.

W. Paul Suozzo (2001), Paul Suozzo (2013) Assistant Professor, Economics. B.S. Northeastern University, Business Administration; M.A. Northeastern University, Economics.


Daniel Taylor (2005), Associate Professor, Mathematics. B.A., The Evergreen State College; M.S., Lehigh University.


Michael Threapleton (2004), Associate Professor, Physics/Math. B.S., University of Leeds, England; M.S., University of Sheffield, England.

Kerry Trethewey (2008), Associate 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 VanTuyll (1997), Assistant Professor, Counselor. B.S., Washington State University, M.Ed., Saint Martin’s University, Education, Counseling.


James Walton (2002), College President. B.S., M.S., University of Michigan; Ph.D., University of Washington.

Steve Ward (1993), Vice President of Finance and Administration. A.A., Centralia College; B.A., Saint Martin’s University; M.P.A., The Evergreen State College, Public Administration.

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), Assistant Professor, Counselor. B.S., University of Washington; M.Ed., City University.

Robert Ziegler (1993), Professor, Developmental Math. B.S., California State University-Bakersfield; M.Ed., City University, Education.

Mary Jo Zorad (2012), Parent Support Services Program Coordinator. B.A., California State University, Northridge; M.A., and Ph.D., California School of Professional Psychology.

*Regular adjunct faculty.
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