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ACADEMIC PLANS

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.
ACCOUNTING

Accounting is an essential component of every institution and business organization. Basic accounting skills provided by the one-year certificate or the two-year degree will prove to be valuable in managing financial resources, policies and decisions.

- Accounting Clerk (CP) (p. 6)
- Accounting (AAS) (p. 6)

Accounting Clerk (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<td>ENGL&amp; 101</td>
<td>English Composition I</td>
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<td>BUS 148</td>
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<td>Introduction To Economics</td>
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<td>MGMT 101</td>
<td>Principles Of Management</td>
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<td>ACCT 136</td>
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<tr>
<td>BUS 169</td>
<td>Introduction To Excel</td>
<td>3</td>
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<tr>
<td>BUS 130</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
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<tr>
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<td>Total Credits/Units</td>
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1 Minimum of 3 credits/units must be earned in Cooperative Work Experience.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Accurately prepare, interpret, and analyze financial statements for service and merchandising businesses manually as well as using computer systems.
- Perform all steps of the accounting cycle, using both general and specialized journals.
- Accurately create and maintain payroll records required under federal and state laws.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Accounting (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

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<thead>
<tr>
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<td>BUS 169</td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Accurately prepare, interpret, and analyze financial statements for service and merchandising businesses manually as well as using computer systems.
- Accurately analyze financial data and information to make business decisions.
- Provide accounting data and information for all types and sizes of businesses, including sole proprietorships, partnerships, and corporations.
- Accurately create and maintain payroll records required under federal and state laws.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

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ADDITION COUNSELOR EDUCATION

The Clark College Addiction Counselor Education Department (ACED) program offers an AAS, for students pursuing the Chemical Dependency Professional (CDP) certification, an AA for students wishing to transfer to a state college or university and a Certificate of Proficiency for students who already possess a degree and plan to sit for the CDP state exam. The ACED program is certified by the National Association of Alcohol and Drug Abuse Counselors (NAADAC), as well as the National Addiction Studies Accreditation Commission (NASAC).

Addiction counselors work with families and individuals of all ages who are experiencing problems with addictive behaviors. Counselors may work as members of treatment teams in inpatient or outpatient settings, with schools, or in businesses. They provide group, individual, and couples therapy as well as assessments and interventions. Addiction counselors also work as liaisons for their clients to judicial systems, schools, state services, and communities. Counselors may serve as educators in their communities, acquainting community members with treatment options and prevention strategies for the community. Please contact the Addiction Counselor Education Department (ACED) program advisor for current Washington state certification requirements.

Students must complete all specifically listed courses and Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and be awarded the award.

Refer to the Degree & Certificate Requirements Section of the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements.

- Addiction Counselor Education (CP) (p. 8)
- Addiction Counselor Education (AAS) (p. 8)
- Addiction Counselor Education (AA) (p. 9)

Addiction Counselor Education (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

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<td>ACED</td>
<td>Introduction To Addictive Drugs</td>
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<td>ACED</td>
<td>Survey Of Addictionology</td>
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<td>ACED</td>
<td>Advanced Techniques For Addiction Counsel</td>
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<td>ACED</td>
<td>Case Management In Addiction Medicine</td>
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<td>ACED</td>
<td>Theory Of Counseling</td>
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<td>ACED</td>
<td>Multi-Cultural Addictions Counseling</td>
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<td>Pharmacology Of Drugs Of Abuse</td>
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<td>ACED</td>
<td>Prevention And Education In The Community</td>
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<td>Air- And Blood-Borne Pathogens</td>
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<td>ACED</td>
<td>Adolescents Addiction Assessment &amp; Treatment</td>
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<td>English Composition I</td>
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<td>Communication Skills</td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Communicate effectively, accurately, and professionally, using verbal, non-verbal, and written language with diverse populations of clients, patients, colleagues, the public, and other healthcare providers. (GE)
- Demonstrate professional and ethical behaviors when working with clients, patients, other professionals, and the public. (GE)
- Successfully complete Washington State Chemical Dependency Professional exam. (GE)
- Understand and participate in addiction placement, continuing care, and discharge of patients and clients with addictions. (GE)
- Treat substance abuse clients in multiple settings including individual and group counseling situations. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
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- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Understand and participate in addiction placement, continuing care, and discharge of patients and clients with addictions.
- Communicate effectively, accurately, and professionally, using verbal, non-verbal, and written language with diverse populations of clients, patients, colleagues, the public, and other healthcare providers.
- Demonstrate professional and ethical behaviors when working with clients, patients, other professionals, and the public.
- Successfully complete Washington State Chemical Dependency Professional exam.
- Treat substance abuse clients in multiple settings including individual and group counseling situations.

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Addiction Counselor Education (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.
Course Options (p. 287)  

<table>
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<td>Survey Of Addictionology</td>
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<td>or HSSA&amp; 101</td>
<td>Introduction To Addictive Drugs</td>
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<tr>
<td>ACED 122</td>
<td>Introduction To Addictions Counseling Skills</td>
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<td>ACED 125</td>
<td>Group Counseling In Addictions</td>
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<td>ACED 136</td>
<td>Law And Ethics In Addictions Counseling</td>
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<tr>
<td>ACED 160</td>
<td>Pharmacology Of Drugs Of Abuse</td>
<td>3</td>
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<tr>
<td>ACED 201</td>
<td>Theories Of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Additional Specified Electives</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>90-92</td>
</tr>
</tbody>
</table>

Select courses from at least two (2) subject areas for a minimum of fifteen (15) credits/units. You may include no more than 10 credits/units from any one subject area. A maximum of five (5) credits/units of “B” list coursework may be applied. A maximum of five (5) credits/units of 100-level world language can be applied.

Must include a lab science.

For non-majors also.

Refer to the Degree and Certificate Requirements section in the Clark College Catalog to identify the courses needed to satisfy the general education requirements.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Communicate effectively, accurately, and professionally, using verbal, non-verbal, and written language with diverse populations of clients, patients, colleagues, the public, and other healthcare providers.
- Demonstrate professional and ethical behaviors when working with clients, patients, other professionals, and the public.
- Successfully complete Washington State Chemical Dependency Professional exam.
- Understand and participate in addiction placement, continuing care, and discharge of patients and clients with addictions.
- Treat substance abuse clients in multiple settings including individual and group counseling situations.
ART

The Clark College Art Department offers many classes to help students prepare for advanced studies at a four-year institution, enter an art profession directly, or simply enrich their spirit. Clark's Art faculty is composed of a complementary blend of highly qualified instructors possessing advanced degrees, as well as recognized working professionals who bring with them a practical knowledge of the art marketplace.

It is imperative that students planning to transfer to a college, university or art school and seek a B.A. (Bachelor of Arts) or B.F.A. (Bachelor of Fine Arts) in a design-related field see an Art Department faculty member as early as possible to plan an individualized program. Call 360-992-2370 or 360-992-2639 for an appointment.

- Graphic Design (AFA) (p. 11)
- Graphic Design Concentration AA (p. 12)
- Studio Art (AFA) (p. 13)
- Studio Arts Concentration (p. 15)

Graphic Design (AFA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information. Completion of the following recommended courses does not guarantee admission as an art major with junior standing at the transfer institution. A competitive GPA and a quality portfolio are also essential. Due to the AFA degree's heavy emphasis on art and graphic design foundation courses, upon acceptance, the AFA student should expect to complete further general education courses at the baccalaureate institution in addition to the major area coursework. Students are strongly advised to select and plan courses in collaboration with their Art Department advisor, and to contact the intended transfer institution to determine required coursework as early as possible. Also, please see the Computer Graphics Technology (CGT) department's career and technical degrees in Web and Graphic Design, including an Associate of Applied Technology in Web and Graphic Design, the Graphic Design Certificate of Proficiency or the Web Design Certificate of Proficiency.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 107</td>
<td>Math In Society (CCN) (recommended)</td>
<td>5</td>
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<tr>
<td>HPE 258</td>
<td>Fitness-Wellness</td>
<td>3</td>
</tr>
<tr>
<td>or HPE 266</td>
<td>Mind Body Health</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ASL &amp; 121</td>
<td>Am Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL &amp; 122</td>
<td>Am Sign Language II</td>
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<td>ASL &amp; 123</td>
<td>Am Sign Language III</td>
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</tr>
<tr>
<td>CMST &amp; 102</td>
<td>Intro To Mass Media</td>
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<tr>
<td>DRMA 154</td>
<td>Introduction To Cinema</td>
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<tr>
<td>ENGL 173</td>
<td>Popular Culture</td>
<td></td>
</tr>
<tr>
<td>JAPN &amp; 121</td>
<td>Japanese I</td>
<td>5</td>
</tr>
<tr>
<td>JAPN &amp; 122</td>
<td>Japanese II</td>
<td></td>
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<tr>
<td>JAPN &amp; 123</td>
<td>Japanese III</td>
<td></td>
</tr>
<tr>
<td>SPAN &amp; 121</td>
<td>Spanish I</td>
<td>5</td>
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<tr>
<td>SPAN &amp; 122</td>
<td>Spanish II</td>
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<tr>
<td>SPAN &amp; 123</td>
<td>Spanish III</td>
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</tr>
<tr>
<td>CMST &amp; 230</td>
<td>Small Group Communication</td>
<td>5</td>
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<tr>
<td>ART 101</td>
<td>2D Art And Design</td>
<td>5</td>
</tr>
<tr>
<td>ART 103</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>Observational Drawing</td>
<td>4</td>
</tr>
<tr>
<td>or ART 203</td>
<td>The Human Figure I</td>
<td></td>
</tr>
<tr>
<td>ART 110</td>
<td>Creativity And Concept</td>
<td>3</td>
</tr>
<tr>
<td>ART 172</td>
<td>Graphic Design Exploration</td>
<td>3</td>
</tr>
<tr>
<td>ART 173</td>
<td>Graphic Design Studio I</td>
<td>4</td>
</tr>
<tr>
<td>ART 174</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 215</td>
<td>Portfolio Development</td>
<td>3</td>
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<tr>
<td>ART 270</td>
<td>Publication Production</td>
<td>1-9</td>
</tr>
<tr>
<td>ART 271</td>
<td>Typography II</td>
<td>5</td>
</tr>
<tr>
<td>ART 272</td>
<td>Graphic Design History</td>
<td>5</td>
</tr>
<tr>
<td>ART 273</td>
<td>Graphic Design Studio II</td>
<td>4</td>
</tr>
<tr>
<td>ART 274</td>
<td>Graphic Design Studio III</td>
<td>4</td>
</tr>
<tr>
<td>ART 105</td>
<td>Contemporary Drawing Practices</td>
<td>4</td>
</tr>
<tr>
<td>ART 118</td>
<td>Time-Based Art And Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 120</td>
<td>Introduction To Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>or ART 121</td>
<td>Printing II</td>
<td></td>
</tr>
<tr>
<td>ART 123</td>
<td>Photography I</td>
<td>5</td>
</tr>
<tr>
<td>or ART 124</td>
<td>Photography II</td>
<td></td>
</tr>
<tr>
<td>ART 204</td>
<td>The Human Figure II</td>
<td>4</td>
</tr>
<tr>
<td>ART 208</td>
<td>Digital Painting &amp; Illustration</td>
<td>4</td>
</tr>
<tr>
<td>ART 257</td>
<td>Painting I</td>
<td>5</td>
</tr>
<tr>
<td>or ART 258</td>
<td>Painting II</td>
<td></td>
</tr>
<tr>
<td>ART 260</td>
<td>Watercolor I</td>
<td>4</td>
</tr>
</tbody>
</table>
Successful completion of this program, students will be able to:

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After two years of high school foreign language or equivalent.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After two years of high school foreign language or equivalent.

- Recognize and apply foundational art theory.
- Place design projects and issues in context of society and culture.
- Generate original ideas and utilize processes toward solving visual communication problems.
- Implement tools and technology to realize visual ideas.
- Interact, collaborate and implement projects with peers, clients or others in various work environments.
- Effectively organize and manage graphic design projects.
- Demonstrate work and business ethics in graphic design practice.
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Evaluate claims about the natural world using scientific methodology. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)

- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Graphic Design Concentration AA

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/ Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>2D Art And Design</td>
<td>5</td>
</tr>
<tr>
<td>ART 103</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 173</td>
<td>Graphic Design Studio I</td>
<td>4</td>
</tr>
<tr>
<td>ART 174</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Graphic Design History</td>
<td>5</td>
</tr>
<tr>
<td>DMA 102</td>
<td>Illustrator Vector Graphics</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the list below:</td>
<td>3-5</td>
</tr>
<tr>
<td>ART 104</td>
<td>Observational Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ART 105</td>
<td>Contemporary Drawing Practices</td>
<td>4</td>
</tr>
<tr>
<td>ART 110</td>
<td>Creativity And Concept</td>
<td>3</td>
</tr>
<tr>
<td>ART 118</td>
<td>Time-Based Art And Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 120</td>
<td>Introduction To Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 121</td>
<td>Printmaking II</td>
<td>3</td>
</tr>
<tr>
<td>ART 123</td>
<td>Photography I</td>
<td>5</td>
</tr>
<tr>
<td>ART 124</td>
<td>Photography II</td>
<td>5</td>
</tr>
<tr>
<td>ART 172</td>
<td>Graphic Design Exploration</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>The Human Figure I</td>
<td>4</td>
</tr>
<tr>
<td>ART 204</td>
<td>The Human Figure II</td>
<td>4</td>
</tr>
<tr>
<td>ART 208</td>
<td>Digital Painting &amp; Illustration</td>
<td>4</td>
</tr>
<tr>
<td>ART 215</td>
<td>Portfolio Development</td>
<td>3</td>
</tr>
<tr>
<td>ART 257</td>
<td>Painting I</td>
<td>5</td>
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<tr>
<td>ART 258</td>
<td>Painting II</td>
<td>5</td>
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<tr>
<td>ART 260</td>
<td>Watercolor I</td>
<td>4</td>
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<tr>
<td>ART 261</td>
<td>Watercolor II</td>
<td>4</td>
</tr>
<tr>
<td>ART 270</td>
<td>Publication Production</td>
<td>1-9</td>
</tr>
<tr>
<td>ART 271</td>
<td>Typography II</td>
<td>5</td>
</tr>
<tr>
<td>ART 273</td>
<td>Graphic Design Studio II</td>
<td>4</td>
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<tr>
<td>ART 274</td>
<td>Graphic Design Studio III</td>
<td>4</td>
</tr>
<tr>
<td>DMA 101</td>
<td>Photoshop Raster Graphics</td>
<td>4</td>
</tr>
<tr>
<td>DMA 104</td>
<td>Motion Graphics And Animation I</td>
<td>4</td>
</tr>
<tr>
<td>or DMA 214</td>
<td>Professional Practices And Portfolio II</td>
<td></td>
</tr>
<tr>
<td>DMA 199</td>
<td>Cooperative Work Experience</td>
<td>1-4</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Video And Sound Production I</td>
<td>4</td>
</tr>
<tr>
<td>or DMA 202</td>
<td>Video And Sound Production II</td>
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</tr>
</tbody>
</table>
DMA 204  Motion Graphics And Animation II  4
DMA 214  Professional Practices And Portfolio II  4
DMA 215  Professional Studio Experience  4
Any Digital Media Arts class not listed above  4
Total Credits Required  33-38

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Recognize and apply the elements and principles of design in works of visual art and communications.
- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Select a minimum of 11 credits/units from one of the following studio concentration areas:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ART 189</td>
<td>Metal Arts I</td>
<td>4</td>
</tr>
<tr>
<td>ART 190</td>
<td>Metal Arts II</td>
<td>4</td>
</tr>
<tr>
<td>ART 191</td>
<td>Metal Arts III</td>
<td>4</td>
</tr>
</tbody>
</table>

Photography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 123</td>
<td>Photography I</td>
<td>5</td>
</tr>
<tr>
<td>ART 124</td>
<td>Photography II</td>
<td>5</td>
</tr>
<tr>
<td>ART 125</td>
<td>Photography III</td>
<td>5</td>
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</tbody>
</table>

Ceramics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ART 180</td>
<td>Ceramics I</td>
<td>5</td>
</tr>
<tr>
<td>ART 181</td>
<td>Ceramics II</td>
<td>5</td>
</tr>
<tr>
<td>ART 182</td>
<td>Ceramics III</td>
<td>5</td>
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</table>

Drawing/Painting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 104</td>
<td>Observational Drawing</td>
<td>4</td>
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<tr>
<td>ART 105</td>
<td>Contemporary Drawing Practices</td>
<td>4</td>
</tr>
<tr>
<td>ART 120</td>
<td>Introduction To Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 121</td>
<td>Printmaking II</td>
<td>3</td>
</tr>
<tr>
<td>ART 122</td>
<td>Printmaking III</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>The Human Figure I</td>
<td>4</td>
</tr>
<tr>
<td>ART 204</td>
<td>The Human Figure II</td>
<td>4</td>
</tr>
<tr>
<td>ART 257</td>
<td>Painting I</td>
<td>5</td>
</tr>
<tr>
<td>ART 258</td>
<td>Painting II</td>
<td>5</td>
</tr>
<tr>
<td>ART 259</td>
<td>Painting III</td>
<td>5</td>
</tr>
<tr>
<td>ART 260</td>
<td>Watercolor I</td>
<td>4</td>
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Illustration

<table>
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<tr>
<th>Code</th>
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<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ART 261</td>
<td>Watercolor II</td>
<td>4</td>
</tr>
<tr>
<td>ART 262</td>
<td>Watercolor III</td>
<td>4</td>
</tr>
</tbody>
</table>

Any additional courses of 100 level or higher may apply. Physical Education activity credits are limited to a maximum of three (3) credits regardless of distribution area in the DTA degree.

Total 90-91

1. Cannot be an Art class.
2. Must include a lab course.
3. Must not include those listed in the Foundations requirements.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Identify and utilize the elements and principles of design in works of art.
- Analyze works and ideas in the visual arts within appropriate historical, cultural, and stylistic contexts.
- Demonstrate technical skill, care in handling of materials, awareness of process, and purposeful execution appropriate to discipline.
- Use discipline appropriate vocabulary.
- Synthesize design skills, contextual awareness, technique and craftsmanship to create innovative, coherent works.
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Evaluate claims about the natural world using scientific methodology. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

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**Studio Arts Concentration**

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of study for those wanting a general AA/DTA degree with an emphasis in Studio Art. Lower division course requirements will vary depending on the transfer institution, but this program is specifically designed to fulfill all lower division requirements for students wishing to obtain a BA with a minor in Fine Arts at Washington State University, Vancouver.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
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<tr>
<td>ART 103</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ART 104</td>
<td>Observational Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 105</td>
<td>Contemporary Drawing Practices</td>
<td></td>
</tr>
<tr>
<td>ART 203</td>
<td>The Human Figure I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ART 220</td>
<td>Art History: Ancient To Late Antique</td>
<td></td>
</tr>
<tr>
<td>ART 221</td>
<td>Art History: Medieval-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ART 222</td>
<td>Art History: Baroque-Modern</td>
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</tr>
<tr>
<td></td>
<td>And choose 2D Focus or 3D Focus from the lists below</td>
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</tr>
<tr>
<td></td>
<td><strong>Core Courses: 2D Focus</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose at least five credits of the following:</td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>2D Art And Design</td>
<td></td>
</tr>
<tr>
<td>ART 110</td>
<td>Creativity And Concept</td>
<td></td>
</tr>
<tr>
<td>ART 257</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ART 258</td>
<td>Painting II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Courses: 3D Focus</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose at least five credits of the following:</td>
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</tr>
<tr>
<td>ART 117</td>
<td>Three-Dimensional Design</td>
<td></td>
</tr>
<tr>
<td>ART 180</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ART 181</td>
<td>Ceramics II</td>
<td></td>
</tr>
<tr>
<td>ART 189</td>
<td>Metal Arts I</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose any two additional ART-prefix courses</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td>21-30</td>
</tr>
</tbody>
</table>

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
ASSOCIATE IN ARTS (AA) -
GENERAL TRANSFER

The Associate in Arts (AA) degree is designed for students planning to transfer to a four-year institution to pursue a bachelor's degree program. The degree, in most cases, meets the first two (2) years of general education requirements at the senior institution. There are exceptions; please check with the transfer institution for additional information. Most students transferring with the AA degree will be granted junior standing upon entry to the senior institution.

The standard Associate in Arts degree is also known as a Direct Transfer Agreement (DTA) Associate degree. The AA-DTA is a statewide agreement between the Washington State community and technical colleges and Washington State public universities as well as some private colleges and universities. The agreement outlines transferability of coursework and standing; in most cases students who have completed an AA-DTA will also have satisfied general education requirements at the baccalaureate institution and will have junior standing. Students should review their baccalaureate institution to see if they are part of the DTA in Washington State.

AA – DTA Degree Options

Students are advised to carefully examine the differences in the degree requirements where there is more than one choice within a major field and be sure that their transfer intent is in line with the degree chosen.

Transfer of Grades

The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. They also are not used in calculating students’ Clark GPA. Courses completed with a grade of ‘D’ or above shall normally be accepted in transfer (except at The Evergreen State College, where a minimum of 2.0 or ‘C’ is required for transfer). Nontraditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a student is transferring, but receiving institutions shall take steps to assure all students equitable treatment.

General Requirements for All Associate in Arts Degrees

- Complete a minimum of ninety (90) college-level credits.
- Maintain a minimum cumulative college-level GPA of 2.00 or higher.
- Thirty (30) credits minimum must be completed at Clark College to meet Academic Residency.
- Submit a graduation application by the appropriate deadline.

General Credit Restrictions

- Credit by Department: Ten (10) credits maximum from any single department can be used to fulfill Humanities, Social Sciences and Natural Sciences distribution requirements.
- World Language: Five (5) credits maximum in 100-level world language can be used to fulfill Humanities distribution requirements. Additional 100-level world language coursework can be used to meet Specified or General Elective requirements.
- Physical Education Activity: Three (3) credits maximum in PE activity can apply toward the degree.

Other Applicable Credit Options

- Advanced Placement (AP) and/or International Baccalaureate (IB): A maximum of forty-five (45) credits from AP, IB or a combination of both, can be applied to a degree.
- College Level Examination Program (CLEP): Students may request up to fifteen (15) CLEP credits to be applied to a degree. Credits will be used to fulfill general elective requirements only.
- Course Challenge: Students may use credits earned from successful course challenges toward 25% of the degree or certificate. Credit by course challenge will meet academic residency requirements.
- Tech Prep/Direct Credit: Tech Prep/Direct Credit courses that are part of a professional program and fall into the restricted area in the DTA degree are limited to 15 credits. If Tech Prep/Direct Credit courses apply to a professional technical degree or certificate, there is no limit to the number of credits that can be applied.
- Cooperative Work Experience: No more than fifteen (15) credits may be applied to the associate degree.
- Special Projects: No more than fifteen (15) credits in Special Projects will be allowed toward the Associate in Arts degree.
- Military Experience: Credits may earned by previous military experience. Please contact the Veterans Affairs Office at Clark College for further information. Credit awarded for military experience may be granted for up to 25% of the degree and/or certificate.
- Pass/Fail Grading Option: Forty-Five (45) credits in courses with Pass/Fail grading option can apply toward the degree, with the exception of the AA Nursing degree which exceeds this limit because of clinical requirements.

General Restrictions

1. A course can apply toward only one (1) distribution requirement (i.e., Communication Skills, Quantitative Skills/Symbolic Reasoning Skills, Humanities, Social Sciences and Natural Sciences). The exception is for Oral Communications, which is a local degree requirement. When meeting the Oral Communications requirement, the same course can be applied to the degree requirement and to the distribution area.
2. Excess credits earned in distribution areas (i.e., Communication Skills, Quantitative Skills/Symbolic Reasoning Skills, Humanities, Social Sciences and Natural Sciences) can be used to fulfill the Elective requirements.
3. Credit by Challenge coursework will meet academic residency requirements.

Associate in Arts - Direct Transfer (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
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</table>

Select one of the following Options
<table>
<thead>
<tr>
<th>Course Options</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENGL 102</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 235</td>
<td></td>
</tr>
<tr>
<td>or CMST 200</td>
<td>5</td>
</tr>
<tr>
<td>or CMST 210</td>
<td></td>
</tr>
<tr>
<td>or CMST 220</td>
<td></td>
</tr>
<tr>
<td>or CMST 230</td>
<td></td>
</tr>
<tr>
<td>or CMST 240</td>
<td></td>
</tr>
<tr>
<td>or CMST 250</td>
<td></td>
</tr>
</tbody>
</table>

**Option 1**

ENGL 102 English Composition II

or CMST 200 Public Speaking

Select one option: (p. 285)

Select one option: (p. 286)

CMST 210 Interpersonal Communication

or CMST 220 Interpersonal Communication

or CMST 230 Small Group Communication

**Quantitative Skills/Symbolic Reasoning Skills**

Select one option: (p. 287)

**Health & Physical Education**

Select one option: (p. 285)

**Oral Communications**

CMST 210 Interpersonal Communication

or CMST 220 Public Speaking

or CMST 230 Small Group Communication

**Additional Requirements**

**Power, Privilege and Inequity (PPI)**

Course Options (p. 287)

**College 101**

COLL 101 College Essentials: Introduction To Clark

**Distribution Requirements**

**Humanities**

Course Options (p. 285)

**Social Sciences**

Course Options (p. 286)

**Natural Sciences**

Course Options (p. 287)

**Elective Requirements**

Course Options (p. 287)

**Specified Electives**

Course Options (p. 287)

**General Electives**

Course Options (p. 287)

**Total Credits/Units**

Total of twenty-seven (27) credits from courses numbered 100 and above.

No more than 15 credits units can be taken from the General Elective area.

Approved courses that apply: C, Q, HA, HB, SS, NS, SE, HE, HPE, PE, PPI, OC.

Select courses from at least two (2) subject areas for a minimum of fifteen (15) credits/units. You may include no more than ten (10) credits/units from one subject area. You must include at least one lab science.

Complete a total of twenty-seven (27) credits/units from courses numbered 100 and above. No more than 15 credits/units can be taken from the General Elective area.

These courses may be vocational in nature from Career and Technical education courses. The transferability of the Career-Technical courses and any ENL 100-level courses is determined by the receiving baccalaureate institution.

Note: Coursework in ESL or FLPC cannot apply to the AA degree program.

Oral Communications courses fulfill the Oral Communication requirement within an existing distribution area. Check course description for further distribution information.

COLL 101 fulfills 2 (two) credits/units of General Electives.

Power, Privilege and Inequity required course fulfill the PPI requirement within an existing distribution area. Check course description for further distribution information.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.
To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
ASSOCIATE IN SCIENCE – TRACK 1 (AST1)

Associate in Science – Track 1 is for students intending to transfer into programs in:

AST1 - Concentration Options:

- Biological Sciences
- Chemistry
- Earth Science
- Environmental/Resources Sciences
- Geology
- Associate in Science Transfer - General (AST1)

Associate in Science Transfer - General (AST1)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
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</tr>
<tr>
<td></td>
<td>College-Level Composition Course (p. 285)</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one option (p. 285)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities (HA) (HB) and Social Sciences (SS) course(s)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Humanities (HA) Course (p. 285)</td>
<td>5</td>
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<tr>
<td></td>
<td>Social Sciences (SS) Course (p. 286)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select an additional five credits/units from Humanities (HA) or (HB) or Social Science (SS) courses (p. 285)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Pre-major Program Requirements 3</td>
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</tr>
<tr>
<td></td>
<td>General Chemistry Sequence</td>
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<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
<td>4</td>
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<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Additional Sequence</td>
<td></td>
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<tr>
<td></td>
<td>Select one sequence from the following:</td>
<td>15</td>
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<tr>
<td></td>
<td>Biology Sequence</td>
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<tr>
<td></td>
<td>Physics Sequence (100 level)</td>
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</tr>
<tr>
<td></td>
<td>Physics Sequence (200 level)</td>
<td></td>
</tr>
</tbody>
</table>

Additional mathematics course(s) 4

MATH& 153 Calculus III 5

Additional requirements for intended major 5

Select 2-3 courses from the following, 10-15 units total are required:

- BIOL 101 Environ Biol Conf/Lab
- BIOL 105 Small World Antibiotics Research I
- BIOL 139 Introduction To Wildlife
- BIOL 140 Mammals Of The Northwest
- BIOL 141 Birds Of The Pacific Northwest
- BIOL 142 Freshwater Fishes Of The Pacific Northwest
- BIOL 143 Introduction To Forestry
- BIOL 145 Reptiles & Amphibians Of The Pacific NW
- BIOL 167 Human Genetics
- BIOL 208 Field Studies In Biology
- BIOL& 221 Majors Ecology/Evolution
- BIOL& 222 Majors Cell/Molecular
- BIOL& 223 Majors Organismal Phys
- BIOL 224 Flowering Plants Of The Pacific Northwest
- BIOL& 241 Human Anatomy And Physiology I
- BIOL& 242 Human Anatomy And Physiology II
- BIOL& 251 Human A & P I
- BIOL& 252 Human A & P II
- BIOL& 253 Human A & P III
- BIOL& 260 Microbiology
- CHEM& 241 Organic Chemistry I
- CHEM& 242 Organic Chemistry II
- CHEM& 243 Organic Chemistry III
- CHEM& 251 Organic Chemistry Laboratory I
- CHEM& 252 Organic Chemistry Laboratory II
- CHEM& 253 Organic Chemistry Laboratory III
- ENVS 218 Introduction To Ecological Restoration
- GEOL 102 Intro To Geology II Lab
- GEOL 218 Field Studies In Geology
- GEOL& 101 Intro To Geology II Lab
- MATH 215 Linear Algebra
- MATH 221 Differential Equations
- MATH& 254 Calculus IV
- PHYS& 124 General Physics Lab I
- PHYS& 125 General Physics Lab II
- PHYS& 126 General Physics Lab III
- PHYS& 134 General Physics I
- PHYS& 135 General Physics II
- PHYS& 136 General Physics III
- PHYS& 231 Engineering Phys Lab I
- PHYS& 232 Engineering Phys Lab II
- PHYS& 233 Engineering Phys Lab III
- PHYS& 241 Engineering Physics I
- PHYS& 242 Engineering Physics II
- PHYS& 243 Engineering Physics III

Remaining Credits
Sufficient additional college-level credits/units so that the total credits/units earned are at least 90 term credits/units.  

**Total Credits/Units** 90

1. MATH& 151 (Calculus I) requires the successful completion of both MATH 103 (trigonometry) and MATH 111 (college algebra), or recommending score on an approved placement test prior to registration. These prerequisite courses can be used to fulfill elective requirements within the Associate in Science (AS) degree program.

2. Or select math courses that have MATH& 152 as a prerequisite.

3. Must consult with faculty or advising to pick the correct sequences.

4. Check with chosen 4-year school.

5. Preferably a 3-quarter sequence; check with chosen 4-year school regarding course selection to better prepare for major.

6. These remaining credits/units may include prerequisites for major courses, additional major coursework, or specific general education or other university requirements as approved by the advisor. A maximum of five (5) General Elective (GE) credits/units will apply.

### Pre-Major Program Requirements

#### Biology Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>BIOL&amp; 221</td>
<td>Majors Ecology/Evolution</td>
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<tr>
<td>BIOL&amp; 222</td>
<td>Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 223</td>
<td>Majors Organismal Phys</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits/Units</strong></td>
<td></td>
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#### Physics Sequence (100 level)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS&amp; 124</td>
<td>General Physics Lab I</td>
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<tr>
<td>PHYS&amp; 125</td>
<td>General Physics Lab II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 126</td>
<td>General Physics Lab III</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 134</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 135</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 136</td>
<td>General Physics III</td>
<td>4</td>
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<tr>
<td><strong>Total Credits/Units</strong></td>
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#### Physics Sequence (200 level)

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<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>PHYS&amp; 231</td>
<td>Engineering Phys Lab I</td>
<td>1</td>
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<tr>
<td>PHYS&amp; 232</td>
<td>Engineering Phys Lab II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 233</td>
<td>Engineering Phys Lab III</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 242</td>
<td>Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
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</tr>
<tr>
<td><strong>Total Credits/Units</strong></td>
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<td><strong>15</strong></td>
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</table>

### Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Apply scientific methodologies to develop and answer questions about the natural world.
- Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Acquire scientific information from appropriate sources to analyze issues, claims or situations.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website [http://www.clark.edu/academics/programs/program-maps/]
ASSOCIATE IN SCIENCE – TRACK 2 (AST2)

Associate in Science – Track 2 is for students intending to transfer into programs in:

AST - Concentration Options:
- Atmospheric Science
- Computer Science
- Engineering
- Physics
- Associate in Science – General (AST2) (p. 21)

Associate in Science – General (AST2)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td></td>
<td>General Education Requirements</td>
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<td></td>
<td>Communication Skills</td>
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<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills/Symbolic Reasoning Skills</td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
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<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one option (p. 285)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities &amp; Social Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities (HA) Course Options (p. 285)</td>
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<tr>
<td></td>
<td>Social Sciences (SS) Course Options (p. 286)</td>
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</tr>
<tr>
<td></td>
<td>Select an additional five credits/units from Humanities (HA) or (HB) or Social Science (SS) courses (p. 285)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Additional Math Courses</td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III ²</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Pre-Major Program Requirements</td>
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<tr>
<td></td>
<td>Select one sequence from the following: ⁴</td>
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<tr>
<td></td>
<td>Engineering</td>
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<tr>
<td></td>
<td>Non-Engineering</td>
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</tr>
<tr>
<td></td>
<td>Elective Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
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<tr>
<td></td>
<td>Engineering Major</td>
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</tr>
<tr>
<td></td>
<td>Non-Engineering Major</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>90</td>
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</table>

1. MATH& 151 (Calculus I) requires the successful completion of both MATH 103 (trigonometry) and MATH 111 (college algebra), or recommending score on an approved placement test prior to registration. These prerequisite courses can be used to fulfill elective requirements within the Associate in Science (AS) degree program.

2. Or select from math courses that have MATH&152 as a prerequisite.

3. A maximum of five (5) credits/units of Humanities B (HB) coursework may be applied.

4. All students planning to earn the Associate in Science – Track 2 degree are required to complete the following course sequences. Please note that there are different sequences for Engineering and Non-engineering majors. The sequences taken are dependent on the major of the student. Sequences should be started and finished at the same institution to ensure proper transfer. Students MUST consult with faculty or advising staff to pick the correct sequences.

Pre-Major Program Requirements

Engineering Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>Any 5 (five) credit Biology Course with Lab</td>
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<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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<tr>
<td>PHYS 94</td>
<td>Physics Calculations</td>
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<td>PHYS 95</td>
<td>Physics Calculations</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 96</td>
<td>Physics Calculations</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 231</td>
<td>Engineering Phys Lab I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 232</td>
<td>Engineering Phys Lab II</td>
<td>1</td>
</tr>
<tr>
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<td>Engineering Phys Lab III</td>
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</tr>
<tr>
<td>PHYS&amp; 241</td>
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Non-Engineering Major

Complete one of the Physics sequences — Consult with the baccalaureate institution to see which sequence is required.

Sequence One

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
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<td>PHYS&amp; 125</td>
<td>General Physics Lab II</td>
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<td>General Physics Lab III</td>
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<td>PHYS&amp; 134</td>
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<td>PHYS&amp; 135</td>
<td>General Physics II</td>
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<td>PHYS&amp; 136</td>
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<td>MATH&amp; 153</td>
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Sequence Two

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<td>PHYS&amp; 232</td>
<td>Engineering Phys Lab II</td>
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<td>PHYS&amp; 233</td>
<td>Engineering Phys Lab III</td>
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<td>PHYS&amp; 241</td>
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<td>Engineering Physics II</td>
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<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
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## Elective Requirements

### Engineering Major

<table>
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<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
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<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
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<td>CHEM&amp; 143</td>
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<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 241</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM&amp; 242</td>
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<td></td>
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<tr>
<td>CHEM&amp; 243</td>
<td>Organic Chemistry III</td>
<td></td>
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<tr>
<td>CSE 101</td>
<td>Engineering And Computer Science Orientation</td>
<td></td>
</tr>
<tr>
<td>CSE 120</td>
<td>Introduction To Electrical/Computing</td>
<td></td>
</tr>
<tr>
<td>CSE 121</td>
<td>Introduction To C</td>
<td></td>
</tr>
<tr>
<td>CSE 215</td>
<td>Discrete Structures</td>
<td></td>
</tr>
<tr>
<td>CSE 222</td>
<td>Introduction To Data Structures</td>
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</tr>
<tr>
<td>CSE 223</td>
<td>Data Structures &amp; Object-Oriented Programming</td>
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<tr>
<td>CSE 224</td>
<td>Programming Tools</td>
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<tr>
<td>CSE 290</td>
<td>Special Projects</td>
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</tr>
<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
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<tr>
<td>ENGR&amp; 104</td>
<td>Introduction To Design</td>
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<td>ENGR&amp; 215</td>
<td>Dynamics</td>
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<td>Mechanics Of Materials</td>
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</tr>
<tr>
<td>ENGR 101</td>
<td>Engineering And Computer Science Orientation</td>
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</tr>
<tr>
<td>ENGR 107</td>
<td>Intro To Aerospace Engineering</td>
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<tr>
<td>ENGR 109</td>
<td>Introduction To Engineering</td>
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<tr>
<td>ENGR 113</td>
<td>Engineering Sketching And Visualization</td>
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<tr>
<td>ENGR 115</td>
<td>Geometric Dimensioning And Tolerancing</td>
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</tr>
<tr>
<td>ENGR 120</td>
<td>Intro To Electrical/Computer Sci &amp; Engineering</td>
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<tr>
<td>ENGR 150</td>
<td>Basic Solidworks</td>
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<tr>
<td>ENGR 208</td>
<td>Fundamentals Of Flight</td>
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<tr>
<td>ENGR 221</td>
<td>Materials Science</td>
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<tr>
<td>ENGR 239</td>
<td>Manufacturing Processes</td>
<td></td>
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<tr>
<td>ENGR 240</td>
<td>Applied Numerical Methods For Engineers</td>
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<tr>
<td>ENGR 250</td>
<td>Digital Logic Design</td>
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<tr>
<td>ENGR 252</td>
<td>Electrical Circuits And Signals</td>
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<tr>
<td>ENGR 253</td>
<td>Signals And Systems</td>
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<tr>
<td>ENGR 270</td>
<td>Digital Systems And Microprocessors</td>
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<tr>
<td>ENGR 280</td>
<td>Selected Topics</td>
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<tr>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
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<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH 221</td>
<td>Differential Equations</td>
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**Total Credits/Units: 25**

### Non-Engineering Major

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<tr>
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<tr>
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<td>BIOL&amp; 221</td>
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<tr>
<td>BIOL&amp; 222</td>
<td>Majors Cell/Molecular</td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 223</td>
<td>Majors Organismal Phys</td>
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</tr>
<tr>
<td>BIOL&amp; 251</td>
<td>Human A &amp; P I</td>
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<tr>
<td>BIOL&amp; 252</td>
<td>Human A &amp; P II</td>
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<td>BIOL&amp; 253</td>
<td>Human A &amp; P III</td>
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<td>BIOL&amp; 260</td>
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<td>Environ Biol Conf/Lab</td>
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<td>BIOL 164</td>
<td>Human Biology</td>
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<td>BIOL 165</td>
<td>Human Biology Lab</td>
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<td>BIOL 167</td>
<td>Human Genetics</td>
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<td>BIOL 208</td>
<td>Field Studies In Biology</td>
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<tr>
<td>BIOL 224</td>
<td>Flowering Plants Of The Pacific Northwest</td>
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<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
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<tr>
<td>CHEM&amp; 151</td>
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<td>CHEM&amp; 152</td>
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<td>CHEM&amp; 153</td>
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<td>CHEM&amp; 243</td>
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<td>CHEM&amp; 251</td>
<td>Organic Chemistry Laboratory I</td>
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<tr>
<td>CHEM&amp; 252</td>
<td>Organic Chemistry Laboratory II</td>
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</tr>
<tr>
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<td>Organic Chemistry Laboratory III</td>
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</tr>
<tr>
<td>CSE 120</td>
<td>Introduction To Electrical/Computing</td>
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<td>CSE 121</td>
<td>Introduction To C</td>
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<tr>
<td>CSE 215</td>
<td>Discrete Structures</td>
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<tr>
<td>CSE 290</td>
<td>Special Projects</td>
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<tr>
<td>ENGR&amp; 104</td>
<td>Introduction To Design</td>
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<td>ENGR&amp; 215</td>
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<td>ENGR&amp; 224</td>
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<td>Mechanics Of Materials</td>
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<td>Engineering Sketching And Visualization</td>
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<tr>
<td>ENGR 115</td>
<td>Geometric Dimensioning And Tolerancing</td>
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</tr>
</tbody>
</table>

**Total Credits/Units: 32**

Select 32 credits/units from the following:
Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate progress toward healthier behaviors. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
AUTOMOTIVE TECHNOLOGY

Clark College has two automotive program offerings:

- Toyota T-TEN
- HiTECC (Dealer Ready)

Toyota T-TEN

Clark College is an award-winning Toyota Technical Education Network (T-TEN) training center. Our T-TEN program requires a Toyota Dealer sponsorship prior to admission. Entry into the program is yearly, beginning summer term; the format is a two-year program of a term of instruction on campus followed by a term of on-the-job learning. This means that for the two years that they are in the program, students alternate one term of full-time classroom and lab practice with one term as a full-time dealership apprentice.

HiTECC (Dealer Ready)

The Hannah initiative for Technician Education with Clark College, or HiTECC automotive program prepares students for maintenance and repair employment opportunities in automotive dealerships nationwide. This program provides a broad overview of technology used in modern vehicles. The program structure is patterned after the successful Toyota program and will require a dealership sponsor prior to entry. Students will participate in a cooperative work experience at a dealership while attending school.

For all programs, students must complete all Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Refer to the Degree & Certificate Requirements Section in the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements.

- T-TEN Automotive (CP) (p. 24)
- T-TEN Automotive (AAT) (p. 24)
- HiTECC Automotive Technology (CP) (p. 25)
- HiTECC Automotive Technology (AAT) (p. 26)

T-TEN Automotive (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td></td>
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<td></td>
<td>Communication Skills</td>
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<td></td>
<td>Computational Skills</td>
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<td></td>
<td>Human Relations</td>
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T-TEN Automotive (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Subtotal</th>
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<tbody>
<tr>
<td>Major Area Requirements</td>
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<td>AUTO 150</td>
<td>Introduction To Toyota</td>
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<tr>
<td>AUTO 151</td>
<td>Toyota Electrical I</td>
</tr>
<tr>
<td>AUTO 152</td>
<td>Toyota Electrical II</td>
</tr>
<tr>
<td>AUTO 153</td>
<td>Toyota Brakes</td>
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<tr>
<td>AUTO 154</td>
<td>Toyota Internship I</td>
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<td>AUTO 155</td>
<td>Toyota Steering And Suspension</td>
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<tr>
<td>AUTO 156</td>
<td>Toyota Engine Performance I</td>
</tr>
<tr>
<td>AUTO 157</td>
<td>Toyota Engine Performance II</td>
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<tr>
<td>AUTO 250</td>
<td>Toyota Climate Control</td>
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<tr>
<td>AUTO 251</td>
<td>Toyota Internship II</td>
</tr>
<tr>
<td>AUTO 252</td>
<td>Toyota Engine Mechanical</td>
</tr>
<tr>
<td>AUTO 253</td>
<td>Toyota Manual Transmission</td>
</tr>
<tr>
<td>AUTO 254</td>
<td>Toyota Automatic Transmissions</td>
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</table>

Total Credits/Units 95

1 Recommended.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Use Toyota’s 6-step process to verify customer vehicle concern, determine related symptoms, analyze symptoms, isolate cause of concern, correct the concern, and verify proper vehicle operation.
- Represent Toyota/Lexus and their dealers by being competent, highly trained, and ethical Toyota technicians.
- Achieve, maintain, and advance in the Toyota/Lexus technician certification process.
- Work as an effective team member in a Toyota dealership environment.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

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HiTECC Automotive Technology (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
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<td>Course Options (p. 296)</td>
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</tr>
<tr>
<td></td>
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<tr>
<td>SOC&amp; 101</td>
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<tr>
<td>AUTO 150</td>
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<tr>
<td>AUTO 151</td>
<td>Toyota Electrical I</td>
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<td>AUTO 152</td>
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</tr>
<tr>
<td>AUTO 153</td>
<td>Toyota Brakes</td>
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</tr>
<tr>
<td>AUTO 154</td>
<td>Toyota Internship I</td>
<td>8</td>
</tr>
<tr>
<td>AUTO 155</td>
<td>Toyota Steering And Suspension</td>
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</tr>
<tr>
<td>AUTO 156</td>
<td>Toyota Engine Performance I</td>
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<td>AUTO 157</td>
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<tr>
<td>AUTO 250</td>
<td>Toyota Climate Control</td>
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<td>AUTO 251</td>
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<td>AUTO 252</td>
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<td>AUTO 253</td>
<td>Toyota Manual Transmission</td>
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<td>AUTO 254</td>
<td>Toyota Automatic Transmissions</td>
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</tr>
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<td></td>
<td>Total Credits/Units</td>
<td>104</td>
</tr>
</tbody>
</table>

¹ Recommended.
² College-Level Math Required.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Use a 6-step process to verify customer vehicle concern, determine related symptoms, analyze symptoms, isolate cause of concern, correct the concern, and verify proper vehicle operation.
• Represent sponsoring dealers by being competent, highly trained, and ethical dealership technicians.
HiTECC Automotive Technology (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tr>
<td></td>
<td><strong>General Education Requirements</strong></td>
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<td><em>Communication Skills</em></td>
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<td>English Composition I ¹</td>
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<tr>
<td></td>
<td><em>Computational Skills</em></td>
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<td>Course Options (p. 296)</td>
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<tr>
<td></td>
<td><em>Human Relations</em></td>
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</tr>
<tr>
<td>SOC&amp; 101</td>
<td>Introduction To Sociology ¹</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Major Area Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>AUTO 160</td>
<td>Introduction To Dealership Operations</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 161</td>
<td>Electrical I</td>
<td>7</td>
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<tr>
<td>AUTO 162</td>
<td>Electrical II</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 163</td>
<td>Brakes</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 164</td>
<td>Internship I</td>
<td>8</td>
</tr>
<tr>
<td>AUTO 165</td>
<td>Steering And Suspension</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 166</td>
<td>Engine Performance I</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 167</td>
<td>Engine Performance II</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Climate Control</td>
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</tr>
<tr>
<td>AUTO 261</td>
<td>Internship II</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 262</td>
<td>Engine Mechanical</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 263</td>
<td>Manual Transmission</td>
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</tr>
<tr>
<td>AUTO 264</td>
<td>Automatic Transmissions</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td>104</td>
</tr>
</tbody>
</table>

¹ Recommended.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Use a 6-step process to verify customer vehicle concern, determine related symptoms, analyze symptoms, isolate cause of concern, correct the concern, and verify proper vehicle operation.
- Represent sponsoring dealers by being competent, highly trained, and ethical dealership technicians.
- Achieve, maintain, and advance in the ASE technician certification process.
- Work as an effective team member in a dealership environment.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
**BIOENGINEERING AND CHEMICAL ENGINEERING**

The following is a degree program designed by a consortium of two-year and four-year colleges in Washington. Students should be aware that baccalaureate institutions may have slightly different requirements for these degrees, and students should consult the transfer institution for exact questions.

Students should complete the entirety of any science sequence at the same school for best transferability. These degrees are not DTA degrees, and there are some general education requirements that students will need to finish upon transfer.

Though this degree does not require such, Clark College students should know that the standard Clark AST degree path has this difference from the Major Related Program (MRP) defined below:

- Clark requires 3 credits of Health-Physical Education coursework.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students completing this Associate of Science will receive the same pathways change. Students completing this Associate of Science will receive the same transferable credits as students completing the direct transfer associate degree and will be given junior status by the receiving institution.

It is critical that you work with an Engineering faculty advisor to ensure your program will give you the maximum benefit when you transfer.

- Bioengineering and Chemical Engineering (AST2) (p. 27)

**Bioengineering and Chemical Engineering (AST2)**

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

**Clark College Equivalents**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 241</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 231</td>
<td>Engineering Phys Lab I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 242</td>
<td>Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 232</td>
<td>Engineering Phys Lab II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 243</td>
<td>Engineering Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 233</td>
<td>Engineering Phys Lab III</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 141</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 142</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 143</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Majors Ecology/Evolution</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits/Units** 95

1. Required at Clark: MATH& 254 (Five credits/units) – Calculus IV. Other electives as advised dependent on transfer institution.
2. MATH 103 and MATH 111 are required prerequisites for MATH& 151 that may be needed if calculus placement is not met via COMPASS.
3. Clark requires concurrent enrollment of completion in MATH& 254 when taking MATH 221.
4. Requires concurrent enrollment in PHYS 94.
5. Requires concurrent enrollment in PHYS 95.
6. Requires concurrent enrollment in PHYS 96.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Analyze and solve multi-step problems using techniques through single-variable calculus.
• Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems.
• Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
• Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems.
• Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
BIOLOGICAL SCIENCES

Biological sciences are the basic foundation for many professions. Upper-division requirements at the transfer institution will determine the area of specialization. Students should work with a faculty advisor to develop a specific program.

Professional Opportunities

Following completion of a Bachelor of Arts or Science Degree at a four-year institution of the student’s choice, several avenues of employment or advancement are open. A few of these are:

- Food Processing
- Commercial Fisheries
- Graduate School
- State and Federal Wildlife agencies
- Science teaching at elementary or secondary level
- Environmental Sciences
- Transfer into professional health programs (medical, dental, pharmacy, physical therapy or optometry)
- Veterinary/Animal Science

Clark’s Biological Sciences majors have had excellent success in finding placement in graduate programs, health science programs, and professional areas. Clark College offers the first two years of most Biological Sciences majors: Biology, Botany, Forestry, Genetics, Marine Biology, Microbiology, Wildlife, and Zoology. Special emphasis is placed on small class size, individual instruction, field experiences, and undergraduate research opportunities. There is good exchange between the support areas of Chemistry, Geology, and Physics to aid in developing relevant courses.

Biological Sciences (AST1)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in Biological Sciences. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 124</td>
<td>General Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Environ Biol Conf/Lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 208</td>
<td>Field Studies In Biology</td>
<td>1-10</td>
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<tr>
<td>BIOL 224</td>
<td>Flowering Plants Of The Pacific Northwest</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 139</td>
<td>Introduction To Wildlife</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 140</td>
<td>Mammals Of The Northwest</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 143</td>
<td>Introduction To Forestry</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 145</td>
<td>Reptiles &amp; Amphibians Of The Pacific NW</td>
<td></td>
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<td>BIOL 141</td>
<td>Birds Of The Pacific Northwest</td>
<td></td>
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<tr>
<td>BIOL 146</td>
<td>Introduction To Wildlife</td>
<td></td>
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<tr>
<td>BIOL 222</td>
<td>Majors Cell/Molecular</td>
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<tr>
<td>BIOL 223</td>
<td>Majors Organismal Phys</td>
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<td>BIOL 224</td>
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<td>CHEM 242</td>
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<td>CHEM 243</td>
<td>Organic Chemistry III</td>
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<td>CHEM 251</td>
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</tr>
<tr>
<td>CHEM 252</td>
<td>Organic Chemistry Laboratory II</td>
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</tr>
</tbody>
</table>

1 Minimum of five (5) credits/units of coursework in both Humanities and Social Sciences with the additional five (5) credits/units from either Humanities or Social Sciences.
Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Biology DTA/MRP (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This pathway is applicable to students planning to prepare for upper-division bachelor’s degree majors in Biology. Many students transfer to baccalaureate institutions after completing the Associate Degree Direct Transfer Agreement (DTA); this pathway does not alter that agreement or the possibility that students may continue to follow this path. This Biology MRP streamlines and facilitates preparation for upper-division coursework in Biology across the state.

This document represents an agreement between the following baccalaureate institutions offering bachelor’s degrees in Biology or a related field and the community and technical college system. Baccalaureate institutions party to this agreement include: Central Washington University; Eastern Washington University; The Evergreen State College; University of Washington Seattle; Washington State University Pullman; Western Washington University; Saint Martin’s University; Seattle University; and Whitworth University.

Where the degree below allows for choice in courses, students are urged to contact potential transfer institutions to ensure that the courses chosen are best for the pathway.

Though this degree does not require such, Clark College students should know that the standard Clark AA degree path has these differences from the MRP defined below:

• Clark requires 3 credits of Health-Physical Education coursework, and
• As of Fall 2011, Clark requires a course in Oral Communication, and
• Clark’s Social Science distribution requirement stipulates that students take courses from at least three different departments.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students are responsible for researching and preparing for specific major requirements of baccalaureate institutions as early as possible prior to transferring.
Select 15 credits/units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221: Majors Ecology/Evolution</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 222: Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 223: Majors Organismal Phys</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives

Select additional term credits/units (p. 287) 4

Total Credits/Units 13-15

Total Credits/Units 90

1. Select Communication Skills (C) courses as identified and approved in the General AA DTA; may be individualized based on transfer intent.
2. Consistent with the requirements in all DTA degrees - no more than 10 credits/units per discipline area, 5 credits/units maximum in world languages or ASL. No more than 5 credits/units of performance/ skills (HB) classes are allowed.
3. Select coursework from at least two (2) areas of discipline; no more than 10 credits/units per discipline area.
4. Students should consult with their advisor and/or intended transfer institution to select appropriate electives to reach the 90 credit/unit minimum credits/units needed for degree completion.
5. Statistics (a course that includes descriptive and inferential statistics) may substitute for Calculus I at some institutions; students are encouraged to check with the transfer institution early in their decision process to confirm requirements. Intermediate Algebra proficiency may be demonstrated by successful completion of a Calculus and/or Statistics course for which Intermediate Algebra is a prerequisite. (8/9/21)

Clark College Equivalents

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<td>CHEM 151</td>
<td>General Chemistry Laboratory I</td>
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<tr>
<td>CHEM 152</td>
<td>General Chemistry Laboratory II</td>
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</tr>
<tr>
<td>CHEM 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
</tr>
</tbody>
</table>

Biology Sequence

Select 15 credits/units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221: Majors Ecology/Evolution</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 222: Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 223: Majors Organismal Phys</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives

Select 14 additional term credits/units 2

Total Credits/Units 90

1. Check with transfer institution to see if MATH 147 will also be necessary.
2. Note: Clark’s chemistry sequence has 16 credits/units.

Notes

Basic Requirements

1. May be individualized based on baccalaureate college of choice.
2. Statistics (a course that includes descriptive and inferential statistics) may substitute for Calculus I at some institutions; students are encouraged to check with the transfer institution early in their decision process to confirm requirements.
3. Intermediate Algebra proficiency may be demonstrated by successful completion of a Calculus and/or Statistics course for which Intermediate Algebra is a prerequisite.

Distribution Requirements

1. In order to better prepare for successful transfer, students are encouraged to consult with the institution(s) to which they wish to transfer regarding the humanities courses that best support or may be required as prerequisites to their Biology curriculum.
2. In order to better prepare for successful transfer, students are encouraged to consult with the institution(s) to which they wish to transfer regarding the social science courses that best support or may be required as prerequisites to their Biology curriculum.
3. A full year sequence at a single college is the best preparation for the baccalaureate biology degree.

Electives

1. Electives allow students to include additional courses to prepare for the biology major based on college selection. Examples include a full year sequence of organic chemistry for majors; a full year sequence of physics for science majors; or further math at the pre-calculus level or above or statistics.

Students should check with the transfer institution prior to taking any further biology courses beyond the one-year sequence. Some colleges require all continuing biology courses be taken at the 300 level.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequality. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Acquire scientific information from appropriate sources to analyze issues, claims or situations.
• Apply scientific methodologies to develop and answer questions about the natural world.

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
BUSINESS ADMINISTRATION

The Business Administration program teaches individuals how to maintain a competitive edge in business today through theory and practical applications. There is special emphasis on utilizing technology to solve problems and improve productivity, teamwork, interpersonal skills, and professional workforce behavior.

Whether owning, operating, and/or managing a small or large business, Clark’s Business Administration and technical education programs allow the student to specialize in a particular area of business. Graduates have found successful positions in accounting, sales and services, merchandising and management.

Students must complete all specifically listed courses in Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Consult with a business academic advisor for recommended course, program planning.

- Business Administration (AAS) (p. 33)
- Business DTA/MRP (AA) (p. 33)

Business Administration (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115</td>
<td>Small Business Management</td>
<td>5</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
</tr>
<tr>
<td>BUS 211</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Principles Of Marketing</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 201</td>
<td>Business Law</td>
<td>5</td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Applied Management Skills</td>
<td>3</td>
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<tr>
<td>MGMT 126</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Additional Major Area Electives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>93</td>
</tr>
</tbody>
</table>

1 Six credit/unit maximum.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Demonstrate customer skills (internal and external) to establish a customer-centered business organization.
- Identify and demonstrate professional traits and behaviors that apply to job performance in real-world environments.
- Use micro- and macroeconomic concepts to analyze domestic and global business situations.
- Communicate effectively, using business terminology in written and verbal language.
- Analyze a target market and develop product, pricing, promotion, and distribution strategies to meet customers’ needs at a profit.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Business DTA/MRP (AA)

Students need to make early contact with their potential transfer institutions regarding the specific course choices in each area of the agreement where options are listed (Humanities, Social Science, and
Business Law or Introduction to Law) and for electives. Students also need to check with their potential transfer institutions regarding the requirement for overall minimum GPA, a higher GPA in a selected subset of courses, or a specific minimum grade in one or more courses such as math or English.

Though this degree does not require such, Clark College students should know that the standard Clark AA degree path has these differences from the MRP defined below:

1. Clark requires 3 credits of Health-Physical Education coursework,
2. As of Fall 2011, Clark requires a course in Oral Communication, and
3. Clark’s Social Science distribution requirement stipulates that students take courses from at least three different departments.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students are responsible for researching and preparing for specific major requirements of baccalaureate institutions as early as possible prior to transferring.

### Generic DTA Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Requirements</td>
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<td>Communications Skills</td>
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<td></td>
<td>Course Options (p. 285)</td>
<td>10</td>
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<tr>
<td></td>
<td>Quantitative/Symbolic Reasoning Requirement</td>
<td></td>
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<tr>
<td></td>
<td>Course Options (p. 285)</td>
<td>5</td>
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<tr>
<td></td>
<td>Distribution Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Options (p. 285)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Options (p. 286)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
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</tr>
<tr>
<td></td>
<td>Course Options (p. 287)</td>
<td>0</td>
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<tr>
<td></td>
<td>Major Requirements</td>
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<tr>
<td></td>
<td>Business Courses</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Elective courses (p. 287)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>45</td>
</tr>
</tbody>
</table>

1. Intermediate algebra proficiency is required.

### MRP Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Requirements</td>
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<tr>
<td></td>
<td>English Composition</td>
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</tr>
<tr>
<td></td>
<td>Course Options (p. 285)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Quantitative/Symbolic Reasoning Requirement</td>
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<tr>
<td></td>
<td>Course Options (p. 285)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Distribution Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
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### Clark College Equivalents

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Basic Requirements</td>
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<tr>
<td></td>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td></td>
<td>ENGL 102</td>
<td>English Composition II</td>
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<tr>
<td></td>
<td>or ENGL 235</td>
<td>Technical Writing</td>
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<tr>
<td></td>
<td>Quantitative/Symbolic Reasoning</td>
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<td>Course 1:</td>
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<tr>
<td></td>
<td>MATH&amp; 148</td>
<td>Business Calculus</td>
</tr>
<tr>
<td></td>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td></td>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
</tr>
<tr>
<td></td>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
</tr>
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<td>Course 2:</td>
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</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
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<tr>
<td></td>
<td>MATH 103</td>
<td>College Trigonometry</td>
</tr>
<tr>
<td></td>
<td>or MATH 104</td>
<td>Finite Math with Support</td>
</tr>
<tr>
<td></td>
<td>or MATH 105</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td></td>
<td>MATH 110</td>
<td>College Algebra With Support</td>
</tr>
<tr>
<td></td>
<td>or MATH 111</td>
<td>College Algebra</td>
</tr>
</tbody>
</table>
International students who completed a business law course specific to their home country must take a business law course at a U.S. institution in order to demonstrate proficiency in U.S. business law.

Electives

Elective Courses
Five institutions have requirements for admission to the major that go beyond those specified above. Students can meet these requirements by careful selection of the elective University Course Equivalent to:

- WSU (all campuses): Management Information Systems MIS 250
- Gonzaga: Management Information Systems BMIS 235
- PLU: Computer applications CSCE 120, either an equivalent course or skills test
- SPU: Spreadsheet BUS 1700, either an equivalent course or skills test
- WWW: Introduction to Business Computer Systems MIS 220 (for transfer students entering fall 2014)

Total Required Credits: 90 Minimum

Program Outcomes
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Evaluate claims about the natural world using scientific methodology. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
BUSINESS/APPLIED MANAGEMENT

The Bachelor of Applied Science (BAS) in Applied Management is a two-year, 90-credit program that combines technical and academic courses. This degree is designed for professional and technical education (PTE) students, to qualify them for the program with a junior standing, after completing an associate degree. The BAS in Applied Management program combines 300-and 400-level general education and managerial courses, to prepare technically skilled students to enter their respective career fields with a bachelor's degree, allowing them to obtain managerial-level positions or to start their own businesses.

Application Process & Preliminary Requirements

Preliminary requirements must be satisfied to qualify to apply prior to program entry. Clark College reserves the right to determine admissions status. Please note: completion of the preliminary requirements does not guarantee entrance into the Bachelor of Applied Science in Applied Management Program.

To meet preliminary program entrance requirements, candidates must:

- Complete an associate (AAS, AAT) degree (90 credits or higher) or higher from an accredited domestic college or university, or international equivalent, with a minimum cumulative GPA of 2.0.
- Complete the following preliminary courses with a 2.0 grade point average or above:
  1. Communication skills
     a. English Composition (ENGL& 101), 100 college-level or higher
     b. Oral Communications (CMST& 210, CMST& 220, CMST& 230)
  2. College-level Math (5 credits required)
     a. Introduction to Statistics (MATH& 146) or equivalent math course(s)
- Submit official college transcripts from all previous colleges attended to the Credential Evaluations Office for complete transcript evaluation and continue to send updated transcripts quarterly, as additional courses are completed. If you earned your degree or all your credits from Clark College, you do not need to include a transcript.
- Apply to the program by completing the Clark College application packet for BAS in Applied Management. Submit the packet to the Clark College Enrollment Services in Gaiser Hall before the enrollment deadline, along with the non-refundable program application fee.

Upon completion of the preliminary requirements, all qualified applicants will be notified in writing of final acceptance into the program. The payment of a non-refundable deposit will reserve a position for the program's next entry date. Students not selected for entry are welcome to reapply for the next cohort start date but are encouraged to seek advising before doing so. Students must formally comply with the published application and admission criteria for that year and cohort.

Selective criteria and current fee amounts are subject to change.

For complete, updated information, please visit the Applied Management (BAS) website (http://www.clark.edu/academics/programs/basam/).

- Bachelor of Applied Science in Applied Management (BAS) (p. 36)

Bachelor of Applied Science in Applied Management (BAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

All BASAM specifically listed courses must be completed with a grade of "C" or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/ Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>CMST 310</td>
<td>Organizational Communication</td>
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</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
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</tr>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Human Relations</td>
<td></td>
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<tr>
<td>SOC 315</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
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<tr>
<td>ECON 405</td>
<td>Managerial And Global Economics</td>
<td>5</td>
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<tr>
<td></td>
<td>Course Options (p. 286)</td>
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</tr>
<tr>
<td></td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>CMST&amp; 210</td>
<td>Interpersonal Communication</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>or CMST&amp; 220 Public Speaking</td>
<td></td>
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<tr>
<td></td>
<td>or CMST&amp; 230 Small Group Communication</td>
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<tr>
<td>PHIL 420</td>
<td>Ethics In Management</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Natural Science</td>
<td></td>
</tr>
<tr>
<td>ENVS 430</td>
<td>Sustainability &amp; Environmental Practices</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Course Options (p. 287)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional General Education Requirements</td>
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</tr>
<tr>
<td></td>
<td>Select ten (10) additional credits/units from the general education categories above (WC, Q, SS, HA, HB, NS)</td>
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<tr>
<td></td>
<td>Major Area Requirements</td>
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</tr>
<tr>
<td>BASAM 301</td>
<td>Foundations Of Management</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 305</td>
<td>Social Media In Business</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 320</td>
<td>Business Research Applications</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 325</td>
<td>Business Principles</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 330</td>
<td>Accounting Principles For Managers</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 335</td>
<td>Legal Issues In Management</td>
<td>5</td>
</tr>
<tr>
<td>BASAM 340</td>
<td>Marketing For Managers</td>
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</tr>
<tr>
<td>BASAM 400</td>
<td>Human Resource Management</td>
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<tr>
<td>BASAM 410</td>
<td>Principles Of Project Management</td>
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</tr>
<tr>
<td>BASAM 415</td>
<td>Financial Management</td>
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<tr>
<td>BASAM 425</td>
<td>Operations And Logistics</td>
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<tr>
<td>BASAM 440</td>
<td>Capstone: Strategic Management &amp; Policy</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>BASAM 450</td>
<td>Applied Management Internship</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

1 Please note that in addition to the 90 credits required in upper division courses a student must have completed 90 additional credits from an associate degree for a total of 180 credits.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Describe the complexities that affect successful trading in domestic and global markets, utilizing information, data, and technologies to support effective decision making.
- Recognize and apply effective communication strategies, appropriate to organizational settings.
- Analyze and apply managerial functions, roles, styles, and effective strategies for stability and change, to be used in various managerial and leadership situations.
- Analyze legal issues for risk management and responsible oversight.
- Interpret financial models for business decision-making to support organizational goals.
- Evaluate and develop organizational structures and operating procedures to foster continuous improvement, innovation, and quality results.
- Balance theoretical and practical strategies and policies for a productive, quality, and motivated workforce, including managing diversity, ethics, and social responsibility.
- Develop and apply a marketing strategy, based on an integrated marketing plan, to produce and distribute products at optimum operational levels.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website [http://www.clark.edu/academics/programs/program-maps/](http://www.clark.edu/academics/programs/program-maps/)
**BUSINESS/SUPERVISORY MANAGEMENT**

The supervisory manager has the important role of getting work completed by leading, managing, and motivating people. Clark College offers a comprehensive training program that leads to a Certificate of Achievement in Supervisory Management and provides a major base for the Associate in Applied Science degree. Courses deal with solutions to supervisory problems regularly encountered on the job. This program provides an opportunity for current and potential supervisors to increase and broaden their performance levels and to advance into more responsible positions.

Students must complete all specifically listed courses in Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Consult with a business academic advisor for recommended course, program planning.

- Supervisory Management (CP) (p. 38)
- Supervisory Management (AAS) (p. 38)

### Supervisory Management (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
<td></td>
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<tr>
<td>Computational Skills</td>
<td></td>
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<tr>
<td>BUS 102</td>
<td>Business Math Applications</td>
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<tr>
<td>Human Relations</td>
<td></td>
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<td>BUS 148</td>
<td>Business Professional Self Development</td>
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<tr>
<td><strong>Business Core Courses</strong></td>
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<tr>
<td>ACCT 129</td>
<td>Basic Accounting Procedures</td>
<td>5</td>
</tr>
<tr>
<td>BUS&amp; 101</td>
<td>Introduction To Business</td>
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</tr>
<tr>
<td>BUS 150</td>
<td>Course BUS 150 Not Found</td>
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</tr>
<tr>
<td>ECON 101</td>
<td>Introduction To Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
<td>3</td>
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<tr>
<td><strong>Major Area Requirements</strong></td>
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<td></td>
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<tr>
<td>MGMT 103</td>
<td>Applied Management Skills</td>
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<td>MGMT 110</td>
<td>Creative Problem Solving</td>
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<td>MGMT 128</td>
<td>Human Resources Management</td>
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<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED** 49

1. Minimum of five credits/units must be earned in Cooperative Work Experience.
2. Minimum of 3 credits required

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Effectively manage people and resources to meet organizational and institutional goals.
- Understand and apply managerial techniques for decision making, problem solving, and managing change.
- Apply the understating of human resources issues and functions, identifying applicable laws.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

### Supervisory Management (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

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<thead>
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<th>Code</th>
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</tr>
</thead>
<tbody>
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<td><strong>General Education Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td></td>
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<tr>
<td>Course Options (p. 296)</td>
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<td></td>
</tr>
<tr>
<td>Humanities</td>
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<tr>
<td>CMST&amp; 220</td>
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<tr>
<td>or CMST&amp; 230</td>
<td>Small Group Communication</td>
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<tr>
<td>Natural Sciences</td>
<td></td>
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<tr>
<td>Course Options (p. 297)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
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<td></td>
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<tr>
<td>ECON 101</td>
<td>Introduction To Economics</td>
<td>3</td>
</tr>
<tr>
<td>Computational Skills</td>
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<td>BUS 102</td>
<td>Business Math Applications</td>
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<td>Human Relations</td>
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<td>BUS 148</td>
<td>Business Professional Self Development</td>
<td>3</td>
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<tr>
<td>Business Core</td>
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<td>ACCT 129</td>
<td>Basic Accounting Procedures</td>
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<tr>
<td>BUS 150</td>
<td>Course BUS 150 Not Found</td>
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<tr>
<td>BUS&amp; 101</td>
<td>Introduction To Business</td>
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</tr>
<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Area Requirements</strong></td>
<td></td>
<td></td>
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<tr>
<td>MGMT 103</td>
<td>Applied Management Skills</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 110</td>
<td>Creative Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
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<tr>
<td>BUS 211</td>
<td>Business Communications</td>
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</tr>
<tr>
<td>MGMT 112</td>
<td>Conflict Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 106</td>
<td>Motivation And Performance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 126</td>
<td>Project Management</td>
<td>4</td>
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<tr>
<td>BUS &amp; 201</td>
<td>Business Law</td>
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<tr>
<td>BUS 110</td>
<td>Customer Service</td>
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<tr>
<td>BUS 105</td>
<td>Introduction To International Business</td>
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</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective credits require two 5 credit project management courses 10

TOTAL CREDITS REQUIRED 92

1 Six credits/units maximum.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Design a comprehensive management project with given criteria, using software.
- Describe the U.S. legal system and the legal environment of business by outlining the basic principles of law that apply to business transactions.
- Apply the understanding of human resource issues and functions, identifying applicable laws.
- Communicate effectively using business terminology in written and verbal language.
- Effectively manage people and resources to meet organizational and institutional goals.
- Apply techniques to improve production and to decrease waste.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
CHEMISTRY

Chemistry is the study of the properties of materials and the changes that materials undergo. One of the joys of learning chemistry is seeing how chemical principles operate in all aspects of daily life, from everyday activities like lighting a match to more far-reaching matters like the development of drugs to cure cancer or reduce environmental hazards.

People who have degrees in chemistry hold a variety of positions in industry, government, and academia. Those who work in the chemical industry find positions as laboratory chemists, carrying out experiments to develop new products (research and development), analyzing materials (quality control), or assisting customers in using products (sales and services). Analytical and control chemists usually have at least a bachelor’s degree. Those with more experience or training may work as managers or company directors. They may also embark in the medical fields or the environmental sciences.

Clark College’s Chemistry Department offers a multifaceted curriculum designed to meet a variety of needs – from those of students pursuing a health-related Applied Science Degree to requirements for earning an Associate in Science in Chemistry, Biology, Engineering, or Physics.

• Chemistry (AST1) (p. 40)

Chemistry (AST1)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in chemistry. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible. Courses in computer applications are recommended for all students. Additional courses are needed to satisfy graduation requirements for the Associate in Science.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Education Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
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<td><strong>Quantitative Skills</strong></td>
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<td>MATH&amp; 151</td>
<td>Calculus I</td>
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</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Options (p. 285)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Humanities &amp; Social Sciences</strong></td>
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</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
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</tr>
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<td>CMST&amp; 210</td>
<td>Interpersonal Communication</td>
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<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>CMST&amp; 230</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>Course Options (p. 285)</td>
<td></td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Pre-Major Program Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Science Electives</strong></td>
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</tr>
<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
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<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 242</td>
<td>Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Other Electives</strong></td>
<td></td>
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<tr>
<td></td>
<td>Select one from the following:</td>
<td>5</td>
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<tr>
<td>ENGL&amp; 102</td>
<td>English Composition II</td>
<td>5</td>
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<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Foreign Language</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>100</td>
</tr>
</tbody>
</table>

1 CMST& 230 would count as a social science; otherwise, the third course needs to be a social science.
2 Please check with the transfer institution regarding foreign language requirements.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Apply scientific methodologies to develop and answer questions about the natural world.
• Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
• Analyze and solve multi-step problems using techniques through single-variable calculus.
• Acquire scientific information from appropriate sources to analyze issues, claims or situations.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Computer Science

Computers are an integral part of most human activities and professions. Therefore, a wide variety of career opportunities are available to the computer science professionals who are commonly referred to as computer scientists.

Computer scientists are responsible for analyzing requirements, planning, developing high-level design, writing, and testing the program that delivers the expected results. Computer scientists may be involved with support and maintenance of the solutions.

Computer scientists are employed in all industries such as manufacturing, finance, service, retail, gaming, and others. Typically, computer scientists work with other professionals in order to develop solutions that meet business and customer requirements.

Computer science specialties include:

- Artificial intelligence
- Computer vision
- Database
- Graphics and animation
- Embedded systems
- Networking
- Operating Systems
- Program languages and compilers
- Robotics

- Computer Science (AST2) (p. 42)

**Computer Science (AST2)**

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of a four-year Computer Science program. These lower-division course requirements will vary depending on the math and English placement at Clark College, and on the requirements of the four-year institution to which you transfer. It is critical that you work with a Computer Science and Engineering faculty advisor to ensure your program will give you the maximum benefit when you transfer. Additional courses may be needed to satisfy graduation requirements for the Associate in Science degree (https://catalog.clark.edu/academic-plans/track-2-ast2/general/).

Select 15 credits/units from the following: 1

<table>
<thead>
<tr>
<th>Humanities Course Options (p. 285)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Course Options (p. 286)</td>
</tr>
</tbody>
</table>

**Pre-Major Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS&amp; 242</td>
<td>Engineering Physics II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Science**

5

**Computer Science Electives**

Complete as many courses as needed to reach the total 90 credits required by the degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CSE 120</td>
<td>Introduction To Electrical/Computing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSE 121</td>
<td>Introduction To C</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSE 222</td>
<td>Introduction To Data Structures</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSE 223</td>
<td>Data Structures &amp; Object-Oriented</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CSE 224</td>
<td>Programming Tools</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENGR&amp; 204</td>
<td>Electrical Circuits</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENGR 250</td>
<td>Digital Logic Design</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENGR 270</td>
<td>Digital Systems And Microprocessors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit/Units**

90

1 HA, HB, SS

Requirements vary by school and program. See an Engineering faculty advisor regarding proper selection.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
- Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems.
- Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems.
- Demonstrate progress toward healthier behaviors. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
The Computer Technology (CTEC) department at Clark College offers training in a variety of foundational and content-specific topics relating to general computer literacy and fluency, computer operating systems interactions, programming, databases, web technology, and networking. Our course offerings serve a variety of missions: to enhance and expand an individual student's skill set, to serve as a prerequisite or requirement for another area of study, or to be a component course in one of the programs offered by this department.

CTEC currently offers the Computer Support program with degree and certificate options to provide students with skills for employment as computer technicians, help desk workers and other technical support roles. The department also offers an AAT degree in Web Development, which focuses on preparing students for careers that feature web programming skills.

Student considering options in computer-related careers should meet with a program advisor to consider which CTEC courses or programs may benefit them in their training and career exploration. CTEC course offerings can help provide a foundational understanding and set of skills in computer technology that will help them make informed decisions on career choices in other Clark College computer-related programs offered by Networking Technology (NTEC), Digital Media Arts (DMA), and Business Technology as well as on transfer opportunities in Computer Science and Information Technology.

For CTEC degrees and certificates, students must complete all major area requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award. Students should refer to the Degree & Certificate Requirements Section of the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements for our program offerings.

- Information Technology Skills (CP) (p. 44)
- Web Development (CP) (https://catalog.clark.edu/academic-plans/computer-technology/web-development-cp/)
- Computer Support (AAT) (p. 44)
- Web Development (AAT) (p. 45)

### Information Technology Skills (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

Students interested in the Computer Support Specialist program should obtain advising before entering the program.

### Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Analyze the ethical and legal issues surrounding access to and use of technology.
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate foundational understanding of concepts, skills and issues relating to underlying technology and current industry standards involving computer technology
- Install, configure, and maintain hardware and software to bring the system to an appropriate operational level for the end user.
- Diagnose, troubleshoot and repair customer hardware, software, and networking issues.
- Identify, access, and evaluate resources, and respond appropriately and professionally with written and verbal communications to colleagues and customers.
- Maintain a professional and supportive role with colleagues and customers in regard to their computer technology needs.

### Computer Support (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

Students interested in the Computer Support Specialist program should obtain advising before entering the program.
Web Development (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 101 English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>or PTWR 135 Introduction To Applied Technical Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Computational Skills</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PTCS 110 Professional Technical Computational Skills</td>
<td>5</td>
</tr>
<tr>
<td>or completed MATH course with 'C' or better where prerequisite requirements are MATH 096 or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|        | **Human Relations**                        |               |
|        | COLL 101 College Essentials: Introduction To Clark | 2             |

### Major Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BUS 149 Computer Application Essentials</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTEC 106 Information Technology Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CTEC 115 Internet Research And Living Online</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTEC 111 Powershell Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTEC 121 Intro To Programming &amp; Problem Solving</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CTEC 130 Microsoft Windows OS Fundamentals</td>
<td>3</td>
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<td></td>
<td>CTEC 131 Microsoft Networking Fundamentals</td>
<td>3</td>
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<td>CTEC 132 Microsoft Windows Server Fundamentals</td>
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<td>CTEC 133 Microsoft Security Fundamentals</td>
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<td>CTEC 134 Microsoft Database Admin</td>
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<td>CTEC 145 Web Server Technology</td>
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<td>CTEC 200 Help Desk Technician I</td>
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<tr>
<td></td>
<td>CTEC 201 Help Desk Technician II</td>
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<tr>
<td>or CTEC 199 Cooperative Work Experience</td>
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<tr>
<td></td>
<td>CTEC 205 Introduction To Managed Information Systems</td>
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<td>CTEC 213 CompTIA A+ Fundamentals</td>
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<td>CTEC 214 CompTIA A+ Operating Systems &amp; Networking</td>
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<td></td>
<td>CTEC 233 CompTIA Security+</td>
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<td>CTEC 235 CompTIA Cybersecurity</td>
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<td>NTEC 103 IP Subnetting</td>
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<td></td>
<td>NTEC 142 Cloud Computing Fundamentals</td>
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</tbody>
</table>

**TOTAL CREDITS REQUIRED** 92

### Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Web Foundations: Write, organize and publish well written content and code to engage web communities for personal and professional research, marketing, and interaction.
- Web Media: Create original visual graphics, audio, and integrated media design for the web.
- Web Design: Develop interactive websites from concept to design to execution with that provide an effective user experience and meet client needs.
- Web Development: Plan and execute industry standard code, web scripting, and server strategies to capture, integrate and manage data.
- Professional Practices: Demonstrate professional skills and business ethics to communicate and collaborate in various work environments.
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)

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method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
CULINARY ARTS

The culinary and hospitality industries are experiencing tremendous growth. Employers all over the nation are looking for people who have not only technical skills, but also the ability to manage effectively and solve problems creatively.

At the Tod and Maxine McClaskey Culinary Institute at Clark College, we are building on nearly 60 years of excellence in culinary education to offer newly updated programs that prepare you to meet the growing demand for culinary and hospitality professionals. Our programs emphasize mastery of the fundamentals as well as management and critical thinking skills to prepare you for a range of career opportunities.

Our faculty combine their real-world experience with teaching expertise to help you master the technical, organizational, and management skills you need to stand out to potential employers. In addition, your on-campus experience will help develop skills including teamwork, customer service, merchandising, efficiency, equipment and food safety, production scheduling, and more — all key skills to prepare you for a career in the region's dynamic food and hospitality industry.

Whether you aspire to work in a restaurant, bakery, industrial kitchen, catering service, or your own small business, the McClaskey Culinary Institute will assist in preparing you for a variety of career opportunities.

- Baking and Pastry Arts Fundamentals (CA) (p. 47)
- Professional Baking & Pastry Arts Management (AAT) (p. 47)
- Cuisine Fundamentals (CA) (p. 48)
- Cuisine Management (AAT) (p. 49)

Baking and Pastry Arts Fundamentals (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This program is built on a competency model focused on developing the fundamental knowledge, skills and abilities to work in a bakery or pastry shop environment.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBAK 110</td>
<td>Artisan Breads</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 111</td>
<td>Early Morning Product</td>
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<td>PBAK 120</td>
<td>Viennoiserie</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 121</td>
<td>Cookies, Brownies, Bars And Quick Breads</td>
<td>5</td>
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<tr>
<td>PBAK 130</td>
<td>Cakes, Desserts And Tortes</td>
<td>9</td>
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<td>PBAK 131</td>
<td>Retail Operations And Barista</td>
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<td><strong>Total Credits/Units</strong></td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Apply processes of baking, including concepts of ingredient cause and effect, in daily routine
- Accurately follow a formula, with notes, to completion
- Perform accurate mathematical operations appropriate to baking
- Operate commercial baking equipment and tools using standard safety and sanitation procedures
- Demonstrate accurate use of both digital and balance scales
- Demonstrate effective time management

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Professional Baking & Pastry Arts Management (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

PLEASE NOTE THIS PROGRAM HAS CORRECTIONS TO BE FOUND ON THE DEGREES AND CERTIFICATE CORRECTIONS PAGE. (https://catalog.clark.edu/corrections/degrees-certificate-corrections/)

This program of study will delve deeply into the science of baking and then apply that theoretical knowledge in a hands-on production focused lab environment. During the course of their studies students will learn all aspects of artisan breads, laminated doughs, cakes, tortes, French pastries, and merchandising. While developing these key industry competencies students will simultaneously be developing work place skills such as team work, food costing, customer service, efficiency, speed and accuracy, equipment and food safety, and production scheduling.

<table>
<thead>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Apply processes of baking, including concepts of ingredient cause and effect, in a daily routine.
- Accurately follow a formula, with notes, to completion.
- Perform accurate mathematical operations appropriate to baking.
- Operate commercial baking equipment and tools using standard safety and sanitation procedures.
- Demonstrate accurate use of both digital and balance scales.
- Demonstrate effective time management.
- Demonstrate effective bakery management skills.

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Cuisine Fundamentals (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This program is designed to provide a solid foundation of necessary skills and practices for entry level employment.

<table>
<thead>
<tr>
<th>Major Area Requirements</th>
<th>Credits/Units</th>
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<tr>
<td>PBAK 110 Artisan Breads</td>
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<td>PBAK 111 Early Morning Product</td>
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<td>PBAK 120 Viennoiserie</td>
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<td>PBAK 121 Cookies, Brownies, Bars And Quick Breads</td>
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<tr>
<td>PBAK 130 Cakes, Desserts And Tortes</td>
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<td>PBAK 131 Retail Operations And Barista</td>
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<td>PBAK 200 Applied Professional Development</td>
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<td>PBAK 210 Production Baking</td>
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<td>PBAK 211 Chocolate Lab</td>
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<td>PBAK 220 Pastry Chef/Restaurant Baking</td>
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<td>PBAK 221 Retail/Merchandising, Inventory/Purchasing</td>
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<tr>
<td>PBAK 230 Capstone Project</td>
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<tr>
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<td>Professional Cooking I</td>
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<td>CUIS 130</td>
<td>Culinary Fundamentals III</td>
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<tr>
<td>CUIS 131</td>
<td>Professional Cooking III</td>
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<td>Subtotal</td>
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Specialized Short courses

Select a minimum of four credits/units from the following:

- CUIS 140 Classic And Modern Soups And Sauces
- CUIS 141 Meat Cutting And Fabrication
- CUIS 142 Wine, Beer, Spirits And Food Pairings
- CUIS 143 Restaurant Baking
- CUIS 144 Banquet And Buffet Planning And Execution
- CUIS 145 Wine Appreciation
- CUIS 147 Barbeque Basics
- CUIS 148 Advanced Garde Manger

Total Credits/Units  43

To learn more about this program's employment outlook, approximate cost and potential careers, please visit the Gainful Employment Program Information page (http://www.clark.edu/academics/catalog/gainful-employment/850D/Gedt.html).

Program Outcomes

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- Apply the basics of classical, modern, and healthy cooking techniques.
- Identify and describe a variety of food ingredients and specifications with focus on sustainable, organic, nutritional needs; specialty diets; and aspects of vegetarian and veganism.
- Demonstrate proper kitchen sanitation, safety and professionalism in the workplace.
- Identify and demonstrate proper use of kitchen tools and equipment.
- Demonstrate basic measuring, conversion, food costing and yield management practices.
- Demonstrate cook to order practices with American and International cuisine.
- Apply teamwork, workplace ethics, customer service and communications in the workplace.

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Cuisine Management (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This program prepares students for a wide variety of employment opportunities in the food service and hospitality industries. Some of these employment venues include restaurants, resorts, assisted living communities and hospital environments. This program is designed to provide a solid foundation of necessary skills and practices for entry level employment. The curriculum is delivered in a competency based format with a focus on skill development, production and customer service. In addition to skill development the curriculum also includes a focus on healthy cooking options, special dietary needs, international cuisine, food cost management, industry trends and sustainable production.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tr>
<td>PTWR 135</td>
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<td>ENGL 101</td>
<td>English Composition I</td>
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<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
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<td>MGMT 101</td>
<td>Principles Of Management</td>
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<td>BUS 148</td>
<td>Business Professional Self Development</td>
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<td>CUIS 111</td>
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<td>CUIS 130</td>
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<td>CUIS 131</td>
<td>Professional Cooking III</td>
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<td>CUIS 200</td>
<td>Applied Professional Development</td>
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<td>CUIS 210</td>
<td>Advanced Culinary Fundamentals</td>
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<td>CUIS 211</td>
<td>Advanced Culinary Practices</td>
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<td>CUIS 220</td>
<td>Management And Banquet Theory</td>
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<td>CUIS 221</td>
<td>Management Practices</td>
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<td>CUIS 230</td>
<td>Cuisine Capstone</td>
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<td>CUIS 231</td>
<td>Industry Internship</td>
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<td>CUIS 140</td>
<td>Classic And Modern Soups And Sauces</td>
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<td>CUIS 141</td>
<td>Meat Cutting And Fabrication</td>
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<td>CUIS 142</td>
<td>Wine, Beer, Spirits And Food Pairings</td>
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<td>CUIS 143</td>
<td>Restaurant Baking</td>
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<tr>
<td>CUIS 144</td>
<td>Banquet And Buffet Planning And Execution</td>
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</table>

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- Demonstrate proper kitchen sanitation, safety and professionalism in the workplace.
- Identify and demonstrate proper use of kitchen tools and equipment.
- Demonstrate basic measuring, conversion, food costing and yield management practices.
- Demonstrate cook to order practices with American and International cuisine.
- Apply teamwork, workplace ethics, customer service and communications in the workplace.
- Demonstrate effective management skills.
- Demonstrate professional cooking skills and skills in menu and recipe interpretation and conversion, proper cooking methods, plating and saucing principles to carry out complete dinner and/or banquet service.
- Demonstrate advanced storeroom inventory, management, purchasing and quality control.

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DENTAL HYGIENE

A career as a dental hygienist offers a wide range of opportunities. Services provided by dental hygienists include patient assessment procedures, managing and treating periodontal conditions, providing pain management for patients, placing and finishing dental restorative materials, applying preventive materials to the teeth, teaching patients appropriate oral hygiene to maintain oral health, nutrition counseling, teeth whitening services, performing documentation and office management activities, developing and implementing community oral health programs, and more.

Graduates receive a Bachelor of Applied Science degree. Students who successfully complete the program qualify to take national, regional, and state board examinations for licensure and are prepared to enter clinical practice. The program includes all responsibilities allowed by Washington state law. Clinical experience takes place in the Clark College Firstenburg Dental Hygiene Education and Care Center under the supervision of licensed dentists and dental hygienists.

The Clark College Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education.

About the Program

For Financial Aid purposes, the Bachelor of Applied Science in Dental Hygiene is open enrollment which enables all students who wish to pursue this degree to complete the "Dental Hygiene Degree Requirements" (courses in the areas of English, Biological Sciences, Psychology, etc.). The "Dental Hygiene Degree Requirements" provide the foundation for the subsequent "Dental Hygiene Core" classes (classes with "DH" prefix). Due to clinical space limitations, although the program of study for the dental hygiene degree is open enrollment, there is a competitive application process for students to be able to begin the "Dental Hygiene Core" classes. The instructions in the Dental Hygiene Program Guide explain the Dental Hygiene Degree requirements and the competitive application process to be able to begin the Dental Hygiene Core classes.


Disability Statement for Health Occupations

In accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, accommodations for students with disabilities will be considered at the student's request. The student may need to provide documentation of disability to the Disability Support Services Office to support his/her accommodation requests. Documentation guidelines and procedures can be found at http://www.clark.edu/campus-life/student-support/disability_support/index.php (http://www.clark.edu/campus-life/student-support/disability_support/).

Once the student is qualified by DSS as having a disability, requested accommodations will be considered. Accommodations for the classroom, laboratory, or clinical setting will be evaluated according to reasonableness. Accommodations that compromise patient care, or that fundamentally alter the essential functions of the program or activity, are not considered to be reasonable.

• Dental Hygiene (BAS) (p. 50)

Dental Hygiene (BAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

A minimum of 35 quarter units or 24 semester units (100-level or above) must be completed prior to program completion and needs to include five units minimum in each of the following categories: communication studies, quantitative skills, humanities, social science, and natural science as defined by Clark College.

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<tr>
<th>Code</th>
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<th>Credits/Units</th>
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<td>MATH 146</td>
<td>Introduction to Sociology</td>
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<td>MATH 147</td>
<td>Intro to Organic/Biochem</td>
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<td>MATH 210</td>
<td>Interpersonal Communication</td>
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<td>CHEM 131</td>
<td>Intro to Organic/Biochem</td>
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<td>BIOL 160</td>
<td>General Biology W/Lab</td>
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<td>DH 292</td>
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<td>Winter Term</td>
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<td>Head And Neck Anatomy</td>
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<td>DH 323</td>
<td>Oral Radiology I</td>
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<tr>
<td>DH 353</td>
<td>Ethics And The Profession</td>
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<tr>
<td>DH 373</td>
<td>Cariology</td>
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<td>DH 324</td>
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<tr>
<td>DH 344</td>
<td>General And Oral Pathology</td>
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<tr>
<td>DH 364</td>
<td>Local Anesthesia &amp; Pain Control</td>
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<td>Summer Term</td>
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<td>DH 301</td>
<td>Introduction To Dental Materials/Assisting</td>
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<tr>
<td>DH 451</td>
<td>Special Needs Populations I</td>
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<td>DH 471</td>
<td>Nitrous Oxide Sedation</td>
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<td>Fall Term</td>
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<td>DH 402</td>
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<td>DH 410</td>
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<td>DH 412</td>
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<td>DH 423</td>
<td>Clinical Dental Hygiene Techniques VI Lab</td>
<td>1</td>
</tr>
<tr>
<td>DH 433</td>
<td>Restorative Dentistry III</td>
<td>4</td>
</tr>
<tr>
<td>DH 443</td>
<td>Restorative Dentistry III Lab</td>
<td>1.5</td>
</tr>
<tr>
<td>DH 452</td>
<td>Special Needs Populations II</td>
<td>1</td>
</tr>
<tr>
<td>DH 473</td>
<td>Periodontics III</td>
<td>2</td>
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<td>Spring Term</td>
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<td>DH 404</td>
<td>Dental Public Health - Research Methods III</td>
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<td>DH 414</td>
<td>Clinical Dental Hygiene Techniques VII</td>
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<td>DH 424</td>
<td>Clinical Dental Hygiene Techniques VII Lab</td>
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<td>DH 434</td>
<td>Restorative Dentistry IV</td>
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<tr>
<td>DH 444</td>
<td>Restorative Dentistry IV Lab</td>
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</tr>
<tr>
<td>DH 484</td>
<td>Capstone</td>
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</tr>
<tr>
<td>TOTAL CREDITS REQUIRED</td>
<td></td>
<td>181-184</td>
</tr>
</tbody>
</table>

1. All preliminary courses must be completed with a 2.0 or above and obtain minimum applicable and science grade point averages (GPA) of 2.60.
2. Must be completed by end of winter term of application year.
3. All science courses must be seven (7) years current upon program entry.

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Integrate the roles of clinician, educator, advocate, manager, and researcher to prevent oral diseases and promote health.
- Communicate effectively and professionally, using verbal, non-verbal, and written language with patients, colleagues, the public, diverse populations, and other healthcare providers.
- Analyze professional behaviors and make appropriate decisions guided by ADHA ethical principles and core values.
- Assess, diagnose, plan, implement, and evaluate the provision of optimal, evidence-based, and patient-centered dental hygiene care.
- Successfully complete all licensing exams.
- Demonstrate the skills necessary to stay current in the profession with a rigorous and robust emphasis on the study of current research.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website [http://www.clark.edu/academics/programs/program-maps/](http://www.clark.edu/academics/programs/program-maps/)
DIESEL TECHNOLOGY

The diesel technician must be able to work on a great variety of equipment and their component parts. These include brake systems, drive trains, electrical and electronic circuits, hydraulic systems, and diesel engines. Diesel power is used in the transportation industry in light, medium, and heavy-duty trucks and in industrial applications such as heavy equipment, agriculture, marine propulsion, power generation, and locomotives.

Because of the widespread use of this type of power, diesel technicians can work in a shop or outdoors as a field service technician. This program is designed to prepare students for entry-level positions into the diesel technician trade. Diesel program instruction includes both classroom theory and extensive hands-on experience in the shop where the student encounters real day-to-day problems.

The diesel evening program includes courses for Caterpillar, Cummins, and Detroit engines; electronic controls; and industrial hydraulics for technicians who wish to further their knowledge and skills. Any course in the program can be made available to area employers and their employees.

Students must complete all Major Area Requirements and specifically listed courses with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

• Diesel Technician (CP) (p. 52)
• Diesel Technologies (AAS) (p. 52)
• Diesel Technologies (AAT) (p. 53)

Diesel Technician (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTWR</td>
<td>135 Introduction To Applied Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(recommended)</td>
<td></td>
</tr>
<tr>
<td>PTCS</td>
<td>110 Professional Technical Computational Skills</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(recommended)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Options (p. 296)</td>
<td>3</td>
</tr>
<tr>
<td>DIES</td>
<td>111 Diesel Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>112 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>113 Diesel Engines/Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>114 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>115 Drive Trains</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>116 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>120 Basic Electrical</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>121 Electronic Engine Management Systems</td>
<td>10</td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Troubleshoot engines, hydraulic systems, electrical systems, power train systems, brakes, steering, and suspension systems.
• Repair engines, hydraulic systems, electrical systems, power train systems, brakes, steering, and suspension systems.
• Comply with personal and environmental safety practices that relate to the diesel powered industry.
• Evaluate and use technical information from a variety of resources.

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Diesel Technologies (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTWR</td>
<td>135 Introduction To Applied Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(recommended)</td>
<td></td>
</tr>
<tr>
<td>CMST&amp;</td>
<td>230 Small Group Communication 1</td>
<td>5</td>
</tr>
<tr>
<td>PTCS</td>
<td>110 Professional Technical Computational Skills</td>
<td>5</td>
</tr>
<tr>
<td>CMST&amp;</td>
<td>210 Interpersonal Communication</td>
<td>5</td>
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</tbody>
</table>

Human Relations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Options (p. 296)</td>
<td>3</td>
</tr>
<tr>
<td>DIES</td>
<td>111 Diesel Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>112 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>113 Diesel Engines/Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>114 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>115 Drive Trains</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>116 Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>120 Basic Electrical</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>121 Electronic Engine Management Systems</td>
<td>10</td>
</tr>
</tbody>
</table>
After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Evaluate and use technical information from a variety of resources.
• Troubleshoot engines, hydraulic systems, electrical systems, power train systems, brakes, steering, and suspension systems.
• Repair engines, hydraulic systems, electrical systems, power train systems, brakes, steering, and suspension systems.
• Comply with personal and environmental safety practices that relate to the diesel powered industry.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan. To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

### Diesel Technologies (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

#### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td></td>
<td>Communication Skills</td>
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<tr>
<td>PTWR 135</td>
<td>Introduction To Applied Technical Writing</td>
<td>5</td>
</tr>
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<td>Subtotal</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Computational Skills</td>
<td></td>
</tr>
<tr>
<td>PTCS 110</td>
<td>Professional Technical Computational Skills</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>Course Options (p. 296)</td>
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<td>5</td>
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<tr>
<td></td>
<td>Subtotal</td>
<td>5</td>
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</table>

#### Major Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>DIES 111</td>
<td>Diesel Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>DIES 112</td>
<td>Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td>DIES 113</td>
<td>Diesel Engines/Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>DIES 114</td>
<td>Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td>DIES 115</td>
<td>Drive Trains</td>
<td>5</td>
</tr>
<tr>
<td>DIES 116</td>
<td>Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td>DIES 120</td>
<td>Basic Electrical</td>
<td>3</td>
</tr>
<tr>
<td>DIES 121</td>
<td>Electronic Engine Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>DIES 122</td>
<td>Electronic Vehicle Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>DIES 221</td>
<td>Electrical/Electronic Systems</td>
<td>5</td>
</tr>
<tr>
<td>DIES 222</td>
<td>Diesel Procedures</td>
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<tr>
<td>DIES 223</td>
<td>Hydraulic Systems</td>
<td>5</td>
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<tr>
<td>DIES 224</td>
<td>Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td>DIES 225</td>
<td>Brakes, Steering, And Suspension</td>
<td>5</td>
</tr>
<tr>
<td>DIES 226</td>
<td>Diesel Procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>110</td>
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</tbody>
</table>

Program Outcomes

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measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

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- Evaluate and use technical information from a variety of resources.

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
DIGITAL MEDIA ARTS

The Digital Media Arts AAT degree prepares students for professional practice in digital art and media design. Students create visual content and communications for delivery to various web, social and digital media platforms. Students will be skilled in designing digital art, motion graphics, basic animation, integrated multimedia, video/sound production, user experience, website and interface design. Competency is developed through hands-on experience, real client project work, professional skills and building a portfolio of work. Graduates will be prepared to enter the job market as a freelance digital designer, production artist, digital media specialist, web designer, videographer, multimedia/motion designer, marketing assistant, or content/project coordinator.

Digital Media Arts (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

The Digital Media Arts AAT degree prepares students for professional practice in digital art and media design. Students create visual content and communications for delivery to various web, social and digital media platforms. Students will be skilled in designing digital art, motion graphics, basic animation, integrated multimedia, video/sound production, user experience, website and interface design. Competency is developed through hands-on experience, real client project work, professional skills and building a portfolio of work. Graduates will be prepared to enter the job market as a freelance digital designer, production artist, digital media specialist, web designer, videographer, multimedia/motion designer, marketing assistant, or content/project coordinator.

Digital Media Arts

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 118</td>
<td>Time-Based Art And Design</td>
<td>4</td>
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<tr>
<td>ART 208</td>
<td>Digital Painting &amp; Illustration</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DMA 101</td>
<td>Photoshop Raster Graphics</td>
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<tr>
<td>DMA 102</td>
<td>Illustrator Vector Graphics</td>
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<tr>
<td>DMA 104</td>
<td>Motion Graphics And Animation I</td>
<td>4</td>
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<tr>
<td>DMA 201</td>
<td>Video And Sound Production I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DMA 202</td>
<td>Video And Sound Production II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DMA 204</td>
<td>Motion Graphics And Animation II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CTEC 117</td>
<td>User Experience Design</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CTEC 121</td>
<td>Intro To Programming &amp; Problem Solving</td>
<td>5</td>
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</tr>
<tr>
<td>CTEC 122</td>
<td>HTML Fundamentals</td>
<td>4</td>
<td></td>
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<tr>
<td>CTEC 160</td>
<td>WordPress I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CTEC 270</td>
<td>Web And Interface Design I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CTEC 271</td>
<td>Web And Interface Design II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DMA 114</td>
<td>Professional Practices And Portfolio I</td>
<td>4</td>
<td></td>
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<tr>
<td>DMA 214</td>
<td>Professional Practices And Portfolio II</td>
<td>4</td>
<td></td>
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<tr>
<td>DMA 215</td>
<td>Professional Studio Experience</td>
<td>4</td>
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<tr>
<td>TOTAL CREDITS REQUIRED</td>
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<td>95</td>
<td></td>
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</tbody>
</table>

The program is a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Work in programs for young children is a challenging, absorbing, and personally rewarding career. In Clark College’s Early Childhood Education program, students study child development and program organization, plan learning experiences for young children, and develop guidance skills in working with children.

The Early Childhood Education (ECE) department offers various certificates of achievement. As part of each certificate program, students are required to complete prescribed numbers of hours doing student teaching and/or observation in the Child and Family Studies program under the supervision of selected staff as well as in the community at large.

Programs are revised periodically to reflect changes in the specific career field. The following list of courses is an example of the coursework required for each program. Students planning to complete this program must meet with an advisor prior to registration for a current list of requirements.

Students must complete all Major Area Requirements and specifically listed courses with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Refer to the Degree & Certificate Requirements Section of the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements.

Students preparing to transfer should make an early decision and contact the four-year school to which they will transfer. The Early Childhood Education Advisors can help in planning a schedule based on the four-year school’s requirements.

Students must be able to pass a Criminal History screening to participate with the children in the ECE lab school. Participation in the ECE lab is a requirement for taking classes in ECE program. Students are also required to get a TB test or provide written proof that they have had one within the last year.

- State Initial Early Childhood Education Certificate (Statewide) (CC) (p. 56)
- Short State Early Childhood Education Certificate of Specialization-General (Statewide) (CC) (p. 56)
- Short State Certificate of Specialization-Infants and Toddlers (Statewide) (CC) (p. 57)
- Short State Certificate of Specialization-School Age Care (Statewide) (CC) (p. 57)
- Short State Certificate of Specialization-Family Child Care (Statewide) (CC) (p. 57)
- Short State Certificate of Specialization-Administration (statewide) (CC) (p. 58)
- State Early Childhood Education Certificate (Statewide) (CP) (p. 58)
- Early Childhood Education (AAS) (p. 59)

Program Outcomes
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Promoting Child Development and Learning: Students will apply developmental knowledge to create learning environments and meaningful activities.

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Short State Certificate of Specialization-Infants and Toddlers (Statewide) (CC)

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED&amp; 105</td>
<td>Introduction To Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>ECED&amp; 107</td>
<td>Health/Safety/Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>ECED&amp; 120</td>
<td>Practicum-Nurturing Rel</td>
<td>2</td>
</tr>
<tr>
<td>ECED&amp; 132</td>
<td>Infants/Toddler Care</td>
<td>3</td>
</tr>
<tr>
<td>EDUC&amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Promoting Child Development and Learning: Students will apply developmental knowledge to create learning environments and meaningful activities.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

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Short State Certificate of Specialization-School Age Care (Statewide) (CC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
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<td>Introduction To Early Childhood Education</td>
<td>5</td>
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<tr>
<td>ECED&amp; 107</td>
<td>Health/Safety/Nutrition</td>
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</tr>
<tr>
<td>ECED&amp; 120</td>
<td>Practicum-Nurturing Rel</td>
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<tr>
<td>EDUC&amp; 115</td>
<td>Child Development</td>
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</tr>
<tr>
<td>EDUC&amp; 136</td>
<td>School Age Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td><strong>20</strong></td>
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</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Promoting Child Development and Learning: Students will apply developmental knowledge to create learning environments and meaningful activities.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Short State Certificate of Specialization-Family Child Care (Statewide) (CC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED&amp; 105</td>
<td>Introduction To Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>ECED&amp; 107</td>
<td>Health/Safety/Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>ECED&amp; 120</td>
<td>Practicum-Nurturing Rel</td>
<td>2</td>
</tr>
<tr>
<td>ECED&amp; 134</td>
<td>Family Care Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC&amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Program Outcomes
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Promoting child development and learning: Students will apply developmental knowledge to create learning environments and meaningful activities.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

State Early Childhood Education Certificate (Statewide) (CP)
Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ECED&amp; 105</td>
<td>Introduction To Early Childhood Education</td>
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<tr>
<td>ECED&amp; 107</td>
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</tr>
<tr>
<td>ECED&amp; 120</td>
<td>Practicum-Nurturing Rel</td>
<td>2</td>
</tr>
<tr>
<td>ECED&amp; 139</td>
<td>Administration Of ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC&amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits/Units</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

To learn more about this program’s employment outlook, approximate cost and potential careers, please visit the Gainful Employment Program Information page (http://www.clark.edu/academics/catalog/gainful-employment/46EA/Gedt.html).

Program Outcomes
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
Early Childhood Education (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

The course of study in Early Childhood Education conforms to the following:

• Guidelines for preparation of early childhood professionals; Washington State Skill Standards; and
• Early childhood education professional competencies.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
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• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
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• Demonstrate interpersonal/human relations skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Teaching and Learning: Students will apply developmentally appropriate practices when implementing meaningful curriculum in the classroom.
• Becoming a Professional: Students will apply professional standards and frameworks in early learning classrooms.
• Power, Privilege and Inequity: Students will analyze and evaluate their awareness of equity pedagogy and create strategies for implementing cultural competence in their work with children and their families.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
EDUCATION

Teachers play a direct role in the life of almost every person and in the development of society as a whole. Shortages of trained educators are anticipated in the near future as many of those currently working in the profession reach retirement age.

Elementary teachers instruct students in basic concepts in several subjects, including mathematics, language arts, science, and social studies. They also introduce small children to formal learning in kindergarten.

Secondary teachers usually specialize in teaching one subject to high school students such as English, music, history, mathematics, languages, biology, chemistry, or others. Many secondary teachers spend at least some time teaching outside of their subject area. Duties may also include attending staff meetings, supervising extracurricular activities and meeting with parents.

A minimum of a bachelor’s degree plus teaching certification is required to teach in grades kindergarten through 12.

Prospective education students should consult with an education advisor to plan a course of study. At Clark College, students usually complete General Education Requirements within the Associate in Arts degree. A specific course of study should be planned based on the requirements of the senior institution where the student will transfer.

- Elementary Education - Transfer to WSU Vancouver (AA) (p. 61)

Elementary Education - Transfer to WSU Vancouver (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This pathway is applicable to students planning to prepare for an upper-division elementary education major. This degree is defined specifically for transfer to the WSUV cohort program in elementary education.

Students taking this degree should note that a change in transfer institution might change requirements, and advisors at the transfer institution should be consulted. Students are encouraged to visit the WSUV Elementary Education program website for more comprehensive information related to the program admissions requirements, application deadlines and alternative coursework options.

Although not required for this degree, students should be advised they must take the WEST-B in order to apply to teacher preparation programs. Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Complete as Many General Electives (GE) courses as needed to reach the total 90 credits required by the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Math For Elementary Teachers</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 100</td>
<td>Survey Of Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 110</td>
<td>Chemical Concepts W/Lab</td>
<td>5</td>
</tr>
<tr>
<td>ASTR&amp; 101</td>
<td>Introduction To Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Introduction To Economics</td>
<td>3-5</td>
</tr>
<tr>
<td>ECON&amp; 201</td>
<td>Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON&amp; 202</td>
<td>Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC&amp; 201</td>
<td>Introduction To Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Introductory Field Experience (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 126</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra With Support (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits/Units 90

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be
able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate claims about the natural world using scientific methodology. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
ELECTRICAL AND COMPUTER ENGINEERING

Electrical and Computer Engineers design, develop and analyze computer, electrical and electronic systems. These engineers work within multi-disciplinary teams and are employed in all industries. Their projects include power generation and distribution, communications systems, robotics, nano- and micro-electrical machinery, Biosystems, semiconductors, automation and robotics, networking, embedded systems and general computer system.

It is critical that you work with an Engineering faculty advisor to ensure your program will give you the maximum benefit when you transfer.

- Electrical and Computer Engineering (AST2) (p. 63)

Electrical and Computer Engineering (AST2)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

PLEASE NOTE THIS PROGRAM HAS CORRECTIONS TO BE FOUND ON THE DEGREES AND CERTIFICATE CORRECTIONS PAGE. (https://catalog.clark.edu/corrections/degrees-certificate-corrections/)

The following is a degree program designed by a consortium of two-year and four-year colleges in Washington. Students should be aware that baccalaureate institutions may have slightly different requirements for these degrees, and students should consult the transfer institution for exact questions.

Students should complete the entirety of any science sequence at the same school for best transferability. These degrees are not DTA degrees, and there are some general education requirements that students will need to finish upon transfer.

Though this degree does not require such, Clark College students should know that the standard Clark AST degree path has this difference from the Major Related Program defined below:

- Clark requires 3 credits of Health-Physical Education coursework.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students completing this Associate of Science will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate degree and will be given junior status by the receiving institution.

Generic Requirements

Courses taken must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GER's/GUR's) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the receiving institution, must be met prior to the completion of a baccalaureate degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 1</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
<td>5</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Differential Equations 2</td>
<td>2</td>
</tr>
<tr>
<td>Physics 3</td>
<td></td>
<td>15-18</td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 242</td>
<td>Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>ENGR&amp; 204</td>
<td>Electrical Circuits</td>
<td>5</td>
</tr>
<tr>
<td>CSE 121</td>
<td>Introduction To C</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Options (p. 285)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON&amp; 201</td>
<td>Micro Economics</td>
<td>5</td>
</tr>
<tr>
<td>Course Options (p. 286)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Credits in either Humanities or Social Sciences</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PHIL&amp; 120</td>
<td>Symbolic Logic</td>
<td>5</td>
</tr>
<tr>
<td>Select five (5) electives as appropriate for intended major and intended baccalaureate institution:</td>
<td></td>
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</tr>
<tr>
<td>A second course in Computer Programming - object oriented - 4-5 credits</td>
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<tr>
<td>Innovation in Design</td>
<td></td>
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<tr>
<td>Calculus IV (Advanced or Multi-variable Calculus)</td>
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<tr>
<td>Technical Writing</td>
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<td>Statics</td>
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<tr>
<td>Dynamics</td>
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<td>Thermodynamics</td>
<td></td>
<td></td>
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<tr>
<td>Digital Logic</td>
<td></td>
<td></td>
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<tr>
<td>Biology for Science Majors I + labs</td>
<td></td>
<td></td>
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<tr>
<td>General Chemistry II + lab</td>
<td></td>
<td></td>
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<tr>
<td>Applied Numerical Methods</td>
<td></td>
<td></td>
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<tr>
<td>Microprocessors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits/Units: 127-135

1 Two courses at or above introductory calculus level. Third-term calculus or approved statistics course: 5 term credits/units chosen with the help of an Engineering faculty advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend.
Clark requires concurrent enrollment or completion of MATH& 254 with a grade of "C" or better.

Calculus-based or non-calculus based sequence including laboratory. Students should be advised that some baccalaureate programs require physics with calculus.

Either ECON course is recommended, but not required.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Analyze and solve multi-step problems using techniques through single-variable calculus.
• Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
• Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.
• Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems.
• Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.
EMERGENCY MEDICAL SERVICES

Emergency Medical Technician

Clark College offers a Certificate of Completion in Emergency Medical Technician-Basic (EMT). A variety of community agencies such as transporting ambulance companies, police and fire departments, and large industries utilize employees with EMT training. This program includes lecture, laboratory, and field experience on an ambulance and fire rescue unit as available.

EMT 103 is a ten-credit-hour Clark College course taught at the Northwest Regional Training Center (NWRTC). Check the Clark College website for directions to the training center. Students must bring the following items to the first night of class:

• Copy of current American Heart Association healthcare provider CPR card (or take HLTH 124 Healthcare Provider CPR) within first week of class.
• Copy of valid driver's license.
• Washington State Patrol criminal background check (within six [6] months of course date).
• MMR immunization (twice in lifetime or within last 10 years).
• Hepatitis B immunization (series of three) or signed waiver.
• Negative tuberculosis skin test or chest x-ray (within past six [6] months).
• Must be 18 years of age.
• Proof of high school completion (transcripts) or GED.

*Students are required to purchase the course textbook prior to the first class. The textbook can be purchased at the Clark College Bookstore.

**Students are strongly encouraged to attend the mandatory EMT course orientation held at NWRTC.

Please call the NWRTC office at (360)397-2100 if you have any questions about the above requirements.

• Emergency Medical Technician (Accelerated) (CC) (p. 65)

Emergency Medical Technician (Accelerated) (CC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

To earn the Certificate of Completion, students must complete the courses listed below with a grade point average (GPA) of 2.0 or above in each offering.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 103</td>
<td>Emergency Medical Technician (Accelerated)</td>
<td>12</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>5-6</td>
</tr>
</tbody>
</table>

| BIOL 164 & BIOL 165 | Human Biology and Human Biology Lab¹ |
| AH 100 & AH 101     | Basic Concepts Of Anatomy And Physiology I and Basic Concepts Of Anatomy And Physiology II |

Total Credits/Units: 17-18

¹ BIOL 164 & BIOL 165, must be seven years current upon program entry.

Affiliation

Students who are not affiliated with an appropriate agency have 18 months after completing the program to gain affiliation and take the Washington state exam. All Emergency Medical Technician-Basics wishing to work in Washington must obtain state certification.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Administer first aid treatment or life support care to sick or injured persons in prehospital settings.
• Perform emergency assessment and treatment procedures, observing, recording, and reporting to the receiving facility, the patient's condition or injury.
• Communicate effectively and professionally, using verbal, non-verbal, and written language with patients, colleagues, the public, diverse populations, and other healthcare providers.
• Model professional behaviors and make appropriate decisions guided by ethical principles and core values.

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
ENGINEERING

Engineering is a profession where you are challenged to develop creative solutions to problems related to every aspect of life, through the application of mathematical and scientific principles, experience, creativity, and common sense.

Clark College offers the first two years of study of a four-year engineering degree program. The first two years main focus of study are preparatory courses in mathematics, chemistry, physics, and basic engineering courses required by the student's engineering field and transfer school.

Those who study engineering today can look forward to a rewarding career where they experience personal achievement, exercise their curiosity, give service to society, and realize financial success.

Engineers plan, develop, and oversee the research and design of construction and manufacturing projects. They work on teams with engineers from other fields to design integrated systems and solve complex technical problems. Engineers also develop and use computer-aided design programs to simulate and test products and systems.

Engineers can specialize in many fields including:
- Aeronautical/Aerospace
- Bioengineering
- Biomedical
- Ceramic
- Chemical/Pulp & Paper
- Civil
- Computer
- Electrical/Electronics
- Environmental
- Forestry
- Manufacturing/Industrial
- Marine
- Materials
- Mechanical
- Software

There are many other interdisciplinary fields including architecture, law, sports, human factors and acoustics.

Engineering (AST2) (p. 66)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of a four-year Engineering program. These lower-division course requirements will vary depending on the math and English placement at Clark College, and the requirements of the four-year institution to which you transfer. It is critical that you work with an Engineering faculty advisor to ensure your program will give you the maximum benefit when you transfer. Additional courses may be needed to satisfy graduation requirements for the Associate in Science degree (https://catalog.clark.edu/academic-plans/track-2-ast2/general/).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>Engineering And Computer Science Orientation</td>
<td></td>
</tr>
<tr>
<td>ENGR 104</td>
<td>Introduction To Design</td>
<td></td>
</tr>
<tr>
<td>ENGR 107</td>
<td>Intro To Aerospace Engineering</td>
<td></td>
</tr>
<tr>
<td>ENGR 109</td>
<td>Introduction To Engineering</td>
<td></td>
</tr>
<tr>
<td>ENGR 113</td>
<td>Engineering Sketching And Visualization</td>
<td></td>
</tr>
<tr>
<td>ENGR 115</td>
<td>Geometric Dimensioning And Tolerancing</td>
<td></td>
</tr>
<tr>
<td>ENGR 120</td>
<td>Intro To Electrical/Computer Sci &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>ENGR 121</td>
<td>Field Survey I</td>
<td></td>
</tr>
<tr>
<td>ENGR 140</td>
<td>Basic Autocad</td>
<td></td>
</tr>
<tr>
<td>ENGR 150</td>
<td>Basic Solidworks</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENGR 199</td>
<td>Cooperative Work Experience</td>
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</tr>
<tr>
<td>ENGR&amp; 204</td>
<td>Electrical Circuits</td>
<td></td>
</tr>
<tr>
<td>ENGR 208</td>
<td>Fundamentals Of Flight</td>
<td></td>
</tr>
<tr>
<td>ENGR&amp; 214</td>
<td>Statics</td>
<td></td>
</tr>
<tr>
<td>ENGR&amp; 215</td>
<td>Dynamics</td>
<td></td>
</tr>
<tr>
<td>ENGR 221</td>
<td>Materials Science</td>
<td></td>
</tr>
<tr>
<td>ENGR&amp; 224</td>
<td>Thermodynamics</td>
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<tr>
<td>ENGR&amp; 225</td>
<td>Mechanics Of Materials</td>
<td></td>
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<tr>
<td>ENGR 239</td>
<td>Manufacturing Processes</td>
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</tr>
<tr>
<td>ENGR 250</td>
<td>Digital Logic Design</td>
<td></td>
</tr>
<tr>
<td>ENGR 252</td>
<td>Electrical Circuits And Signals</td>
<td></td>
</tr>
<tr>
<td>ENGR 253</td>
<td>Signals And Systems</td>
<td></td>
</tr>
<tr>
<td>ENGR 270</td>
<td>Digital Systems And Microprocessors</td>
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</tr>
<tr>
<td>ENGR 280</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>ENGR 290</td>
<td>Special Projects</td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
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</tr>
<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits/Units**: 90

1. Requirements vary by school and program. See an Engineering faculty advisor regarding proper selection.

---

### Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.
- Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website [http://www.clark.edu/academics/programs/program-maps/](http://www.clark.edu/academics/programs/program-maps/)
Environmental scientists apply mathematics and scientific principles to solve environmental problems. They develop ways to reduce, correct, or prevent damage to the environment.

Following the completion of a Bachelor of Arts or Science degree at a four-year institution of the student’s choice, several avenues of employment or advancement are open. A few of these are:

• Environmental engineering
• Environmental law
• State and federal wildlife agencies
• Environmental science teaching at the elementary or secondary level
• Environmental research scientist
• Environmental planning/policy analyst
• Nonprofit environmental organizations

Environmental Science is a highly interdisciplinary field; students interested in careers in the Environmental Sciences will need a fundamental understanding of a variety of sciences and social sciences. Depending on specific career objectives, students pursuing a four-year degree in Environmental Science may want to emphasize additional coursework in such fields as Biology, Chemistry, Physics, Geology, Oceanography, or the Atmospheric Sciences. Students planning careers in Environmental Studies, Environmental Regulation and Policy, or Regional Planning may want to emphasize additional coursework in the Social Sciences, Business, or Economics.

Environmental Science (AST1) (p. 68)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in Environmental Science. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 231</td>
<td>Environmental Politics</td>
<td>5</td>
</tr>
<tr>
<td>or POLS 231</td>
<td>Environmental Politics</td>
<td>5</td>
</tr>
<tr>
<td>ENVS&amp; 101</td>
<td>Introduction To Environmental Science</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one from the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
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<td>GEOL 102</td>
<td>Intro To Physical Geology</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics II &amp; PHYS&amp; 232</td>
<td>and Engineering Phys Lab I</td>
</tr>
<tr>
<td>&amp; PHYS&amp; 233</td>
<td>Engineering Physics III &amp; PHYS&amp; 233</td>
<td>and Engineering Phys Lab III</td>
</tr>
<tr>
<td>SURV 125</td>
<td>Introduction To GIS</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 221</td>
<td>Majors Ecology/Evolution</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 222</td>
<td>Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 223</td>
<td>Majors Organismal Phys</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
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<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
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<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
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</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Apply scientific methodologies to develop and answer questions about the natural world.
• Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
• Analyze and solve multi-step problems using techniques through single-variable calculus.
• Acquire scientific information from appropriate sources to analyze issues, claims or situations.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
GEOLGY

Geology is the study of the Earth's chemistry, physics, and history. Geologists work to understand the complex systems at work in our planet and, through this work, to understand the origin and evolution of the landscapes that surround us. Geologists work in natural resource development, natural hazard management, environmental monitoring, and pollution mitigation. Research subjects encompass everything from glacier systems to volcanoes to the fossil history of the evolution of life.

Career Opportunities

Careers in Geology generally require advanced degrees. Here at Clark College, you can begin a program that will lead to advanced degrees at any major university.

Job opportunities through private, federal, and state agencies exist in:

- Climate Change Studies
- Energy
- Environmental Monitoring and Mitigation
- Geological Engineering
- Mining
- Petroleum
- Geology (AST1) (p. 70)

Geology (AST1)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in Geology. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible. Additional courses are needed to satisfy graduation requirements for the Associate in Arts degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>HPE 258</td>
<td>Fitness-Wellness</td>
<td>3</td>
</tr>
<tr>
<td>or HPE 266</td>
<td>Mind Body Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH Health Course (two credits/units) and PE Activity Course (one credit/unit)</td>
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<td></td>
</tr>
<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Select 10 credits/units from the following:</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Humanities Course Options (p. 285)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.
To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
HONORS PROGRAM

The Transfer AA Honors Program is designed to promote excellence in learning and celebrate exceptional student achievement. Students admitted to the Honors Program have the opportunity to take intellectually enriching honors courses with other outstanding students, work closely with a faculty mentor, and complete an independent capstone project relevant to their area of interest.

Program Admission Requirements

Students must meet the following requirements for admission to the program:

• At least 12 college-level credits with a cumulative GPA of 3.50 or higher
• Completion of ENGL& 101 with a grade B+ or higher
• Eligibility for enrollment in MATH 96 or higher

One or more of the admission requirements above may be waived if a Clark faculty member submits a formal recommendation of admission on behalf of the student. An online application form is available at www.clark.edu/honors (http://www.clark.edu/honors/)

Transfer AA Honors Concentration

To earn the Honors Academic Concentration, students must satisfy the following requirements:

• Completion of 20 credits of Honors-designated courses
• Completion of a 3-credit Honors capstone course
• 3.50 cumulative GPA
• Concurrent completion of Transfer AA, AST, or AFA degree requirements

• Honors Concentration (AC) (p. 72)

Honors Concentration (AC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

To earn the Transfer AA Honors Academic Concentration, students must complete the following courses and concurrently satisfy the degree requirements for an Associate in Arts degree, Associate in Science degree, or Associate in Fine Arts degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<td></td>
<td>Certificate Requirements</td>
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<td>Honors-designated courses</td>
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<tr>
<td></td>
<td>HONS 290 Special Projects 1</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
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</table>

1 Students must complete at least three credits/units.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Integrate knowledge and skills from multiple academic disciplines to produce original academic or artistic works.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
# HUMAN SERVICES

Clark College is proposing a Bachelors of Applied Sciences degree in Human Services to serve the needs of the community and Clark College students by keeping current with emerging trends in mental health and addictions treatment. This BASHS degree will operate in tandem with the Addiction Counseling Education Department, which will function as the primary foundational Associates degree for the BAS.

**All prospective students who meet the minimum requirements, and would like to apply for admission to the BAS in Human Services program, must have the following prior to admission:**

- An associate degree or higher, or within 15 credits of graduating with an associate degree, from a regionally accredited institution;
- Cumulative 2.5 GPA in degree program coursework;
- Submission of official college transcripts from previous colleges attended;
- Completed Baccalaureate of Applied Science in Human Services Statement of Intent submitted in-person, by mail, or email to the Enrollment Services Office:

  Enrollment Services Office
  Gaiser Hall, Room 128
  360-992-2107
  admissions@clark.edu

Clark College
Enrollment Services Office, GHL 128
1933 Fort Vancouver Way
Vancouver, WA 98663-3598

- Bachelor of Applied Science in Human Services (BAS) (p. 73)

## Bachelor of Applied Science in Human Services (BAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

A minimum of 35 quarter units or 24 semester units (100-level or above) must be completed prior to program completion and needs to include five units minimum in each of the following categories: communication studies, quantitative skills, humanities, social science, and natural science as defined by Clark College.

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Quantitative Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS 101</td>
<td>Introduction To Women's Studies (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>Course Options (p. 285)</td>
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</table>

### Social Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>PSYC&amp; 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
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</table>

### Natural Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 164</td>
<td>Human Biology</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BIOL 165</td>
<td>Human Biology Lab (recommended)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Course Options (p. 287)</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### Additional General Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 230</td>
<td>Domestic Violence (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>ANTH&amp; 206</td>
<td>Introduction To Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>(recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC&amp; 101</td>
<td>Introduction To Sociology (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>ACED courses and/or General Education Courses 1</td>
<td>42</td>
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</tr>
</tbody>
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### Major Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASHS 301</td>
<td>Introduction To Human Services</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 302</td>
<td>Systems And Social Justice</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 303</td>
<td>Ethics In Human Services</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 304</td>
<td>Practical Family Therapy</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 305</td>
<td>Advanced Co-Occuring Disorders Treatment</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 306</td>
<td>Trauma, Grief &amp; Loss</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 401</td>
<td>Multicultural Counseling In HS</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 402</td>
<td>Human Services Intervention &amp; Advocacy</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 403</td>
<td>Research &amp; Evaluation Methodologies In HS</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 404</td>
<td>Advanced Case Management In HS</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 410</td>
<td>Human Services Field Placement I</td>
<td>5</td>
</tr>
<tr>
<td>BASHS 411</td>
<td>Human Services Field Placement II</td>
<td>5</td>
</tr>
<tr>
<td>ACED 101</td>
<td>Survey Of Addictionsology</td>
<td>3</td>
</tr>
<tr>
<td>ACED 122</td>
<td>Introduction To Addictions Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>ACED 125</td>
<td>Group Counseling In Addictions</td>
<td>3</td>
</tr>
<tr>
<td>ACED 136</td>
<td>Law And Ethics In Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ACED 160</td>
<td>Pharmacology Of Drugs Of Abuse</td>
<td>3</td>
</tr>
<tr>
<td>ACED 201</td>
<td>Theories Of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Credits including those earned from AA/AAS/AAT 180

1 Please note that for all BAS degrees the following General Education credits must be earned:

- Communications - 10 credits
- Quantitative/Symbolic Reasoning Skills - 5 credits
- Humanities - 10 credits
- Social Science - 10 credits
- Natural Science - 10 credits
- Additional general education courses - 15 credits

Please work with advisor to identify any outstanding needs based on associate degree credits already earned.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website [http://www.clark.edu/academics/programs/program-maps/](http://www.clark.edu/academics/programs/program-maps/)
The International Studies concentration option recognizes the growing importance of global interdependence and diversity. It is of special interest to students planning careers in fields emphasizing backgrounds in such areas as foreign languages, regional studies, business, and economics.

**International Studies Academic Concentration**

For students in World Languages (Japanese, or Spanish) interested in emphasizing courses with a strong international focus as they complete the distribution requirements for their Associate of Arts degree. To earn the Academic Concentration (which appears as a special notation on the transcript), students must complete 5 credits of a 200 level World Language Course and 20 credits of approved international courses. Students must complete the 200 level language class with a grade of C or above.

- International Studies (AC) (p. 74)

**International Studies (AC)**

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

The International Studies Academic Concentration allows students to earn two years of foreign language credit while meeting the distribution requirements for the Associate in Arts degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five credits/units from 200-level courses in one language (Japanese or Spanish)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 20 credits/units from the Approved International Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>25</td>
</tr>
</tbody>
</table>

The International Studies Academic Concentration has identified certain courses in the Clark College catalog as having a strong international component. Students must complete 20 credits from the list below. The selected courses count toward the International Studies Academic Concentration while at the same time meeting distribution requirements for the Associate of Arts degree. Students must complete each international elective class with a grade of C or above. See list of Approved International Courses below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved International Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANTH&amp; 206 Introduction To Cultural Anthropology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>or JAPN 171 Japanese Culture And Society</td>
<td>5</td>
</tr>
</tbody>
</table>

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate Awareness of other cultures.
- Demonstrate world language skills
- Describe the field of international studies.

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Journalism

Clark College’s Journalism program prepares students who plan to transfer to a four-year institution as well as those seeking success in a workplace that requires clear writing and thoughtful inquiry. Our coursework also helps all students become more responsible consumers of news and information.

We offer a News Media Studies certificate designed to provide students with a clear pathway to greater success and preparation for transfer. Details about the 24- to 25- credit course of study appear below.

The core course is JOUR 101, Introduction to Journalism, a five-credit writing-intensive class that includes a study of the changing news media landscape as well as instruction in the basics of news reporting and writing.

Students looking at careers or further study in journalism, public relations, public affairs, politics, law, and communications should consider taking JOUR 111, which is our Digital News course, and JOUR 110, College News Production. College News Production provides students an opportunity to further develop meaningful hands-on skills by working on the print and online editions of the award-winning student news product, the Independent.

Several paid positions on the Independent are available each quarter for students, ranging from copy and section editors, designers, photography editors, and multimedia editors.

In addition to Clark’s journalism courses, students should take a variety of courses that offer a broad general education and prepare them to transfer to a four-year school offering a degree in journalism or a related field. CMST& 102 provides a foundation for understanding how the media function in our society and is highly recommended. ENGL& 101, ENGL& 102, and ENGL 103 are designed to improve a student’s ability to write and do documented research accurately. Courses in the social sciences (particularly political science), history, literature, and science provide a background for accurate reporting and the interpretation of data.

Students should make every effort to develop relevant computer skills while at the community college. These skills include word processing, graphic design, and multimedia production, including photography and video production.

Because course requirements vary at each institution, a student interested in a four-year degree in Journalism should work with advisers at Clark and the transfer institution. Journalism courses typically transfer to four-year institutions. However, a student should contact the transfer institution to clarify each course’s transferability.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Students who complete the News Media Studies Certificate will be able to explain current news media principles and practices and appropriately apply fundamental news production skills.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MARKETING

The certificates and degree in this area are designed to provide students with the basic skills necessary to work for a variety of organizations that focus on the distribution of customer goods and services. Graduates of these specialized certificates have found the acquired skills very valuable in all types of business and non-profit organizations, domestic as well as international.

Students must complete all specifically listed courses in Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Consult with a business academic advisor for recommended course, program listing.

- Marketing (CP) (p. 77)
- Marketing (AAS) (p. 77)

Marketing (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>BUS 102</td>
<td>Business Math Applications</td>
<td>5</td>
</tr>
<tr>
<td>BUS 148</td>
<td>Business Professional Self Development</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 129</td>
<td>Basic Accounting Procedures</td>
<td>5</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction To Business</td>
<td>5</td>
</tr>
<tr>
<td>BUS 150</td>
<td>Course BUS 150 Not Found</td>
<td>5</td>
</tr>
<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 117</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 251</td>
<td>Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Principles Of Marketing</td>
<td>5</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

1 Minimum of Three credits/units required for completion

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Successfully manage a buyer-seller relationship to include service follow-up, using professional selling techniques.
- Analyze a target market and develop product, pricing, promotion, and distribution strategies to meet customers’ needs at a profit.
- Create an effective business advertisement to meet the needs of specific target market(s).

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Marketing (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>BUS 102</td>
<td>Business Math Applications</td>
<td>5</td>
</tr>
<tr>
<td>BUS 148</td>
<td>Business Professional Self Development</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 129</td>
<td>Basic Accounting Procedures</td>
<td>5</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction To Business</td>
<td>5</td>
</tr>
<tr>
<td>BUS 150</td>
<td>Course BUS 150 Not Found</td>
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<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 117</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 251</td>
<td>Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Principles Of Marketing</td>
<td>5</td>
</tr>
<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Minimum of Three credits/units required for completion
Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Analyze a target market and develop product, pricing, promotion, and distribution strategies to meet customers’ needs at a profit.
- Establish market strategies on the international level.
- Use micro- and macroeconomic concepts to analyze domestic and global business situations.
- Accurately maintain payroll register as required under federal and state laws.
- Create an effective business advertisement to meet the needs of specific target market(s).

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MATH EDUCATION

The mathematics program at Clark College prepares students for successful study at four-year colleges and universities. At the university level, the student may prepare for a career in industry, government, or teaching. Students who intend to enter the job market before graduate school should have exposure to the natural, social, and applied sciences.

A variety of resources are available which help students with differing learning styles understand mathematical concepts. At Clark, computers, graphing calculators and other technology are integrated into classroom teaching and research.

The math department maintains a Web page that provides information about faculty members, course descriptions and online general advising for selecting a math course. Advice to help students succeed in math courses, along with instructional materials for some math classes, can be found on the website.

The Math Help Session is staffed 25-30 hours each week by department instructors to assist students who drop by for individual help with homework or understanding math concepts. New evening hours have also been added for night students at the Help Session.

Students who need to brush up on basic math skills will find classes in both the math and developmental education departments that prepare them for success before tackling college-level coursework. Single-credit classes to learn to use graphing calculators and for overcoming math anxiety are also offered.

- Math Education - DTA/MRP (AA) (p. 79)

Math Education - DTA/MRP (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This pathway is applicable to students planning to prepare for math education majors at the secondary level at universities in Washington. Students need to make early contact with their potential transfer institutions regarding the specific course choices in each area of the agreement where options are listed. Students also need to check with their potential transfer institutions regarding the requirement for overall minimum GPA, a higher GPA in a selected subset of courses, or a specific minimum grade in one or more courses such as math or English.

Though this degree does not require such, Clark College students should know that the standard Clark AA degree path has these differences from the MRP defined below:

1. Clark requires 3 credits of Health-Physical Education coursework, and
2. As of Fall 2011, Clark requires a course in Oral Communication, and
3. Clark’s Social Science distribution requirement stipulates that students take courses from at least three different departments.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students are responsible for researching and preparing for specific major requirements of baccalaureate institutions as early as possible prior to transferring.

Please visit the Major Related Programs section of this catalog for more specific information.

Clark College Equivalents

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Requirements</strong></td>
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<td></td>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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<td><strong>Quantitative/Symbolic Reasoning Requirements</strong></td>
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</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
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<td></td>
<td><strong>Distribution Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Humanities</strong></td>
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<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
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<tr>
<td></td>
<td><strong>Social Sciences</strong></td>
<td>15</td>
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<tr>
<td>PSYC&amp; 100</td>
<td>General Psychology</td>
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<tr>
<td></td>
<td><strong>Course Options (p. 285)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Natural Sciences</strong></td>
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</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
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</tr>
<tr>
<td></td>
<td><strong>Course Options (p. 287)</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Math Courses</strong></td>
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<td>MATH&amp; 153</td>
<td>Calculus III</td>
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<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
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<td><strong>Education Courses</strong></td>
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<td><strong>Electives</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Elective Courses</strong></td>
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<tr>
<td></td>
<td><strong>Course Options (p. 287)</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

1. Intermediate algebra proficiency is required.
2. Fulfills oral communication requirement
3. Natural science course work, including one lab, as defined by Clark College
4. As defined under MRP Requirements/ C. Major Requirements /3. Elective Courses

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Obtain, evaluate, and ethically use information. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Evaluate claims about the natural world using scientific methodology. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MATHEMATICS

Advances in science, technology, social science, business, industry, and government are dependent upon precise analysis and the extraction of information from large quantities of data. Environmental problems, for example, require careful analysis by persons with skills in mathematics, computer science, biology, geology, physics, and business.

The mathematics program at Clark College prepares students for successful study at four-year colleges and universities. At the university level, the student may prepare for a career in industry, government, or teaching. Students who intend to enter the job market before graduate school should have exposure to the natural, social, and applied sciences.

A variety of resources are available which help students with differing learning styles understand mathematical concepts. At Clark, computers, graphing calculators and other technology are integrated into classroom teaching.

The math department maintains a Web page that provides information about faculty members, course descriptions and online general advising for selecting a math course. Advice to help students succeed in math courses, along with instructional materials for some math classes, can be found on the website.

The math department staffs several help facilities to assist students on a drop-in basis. Assistance is provided by faculty and trained helpers.

Students who need to brush up on basic math skills will find classes in both the math and developmental education departments that prepare them for success before tackling college-level coursework.

- General - Mathematics (Suggested) (AA) (p. 81)

General - Mathematics (Suggested) (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in Mathematics. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible.

Code Title Credits/Units

General Education Requirements

Communication Skills
ENGL 101 English Composition I 5
ENGL 102 English Composition II 5

Quantitative Skills
MATH& 151 Calculus I 5

Health & Physical Education
HPE 258 Fitness-Wellness 3
or HPE 266 Mind Body Health

Humanities
CMST& 230 Small Group Communication 5

Additional Humanities Course(s) 10
Social Sciences
ECON& 201 Micro Economics 5
or ECON& 202 Macro Economics

Course Options (p. 286) 10
Additional Requirements
Natural Science
PHYS& 241 Engineering Physics I 5
& PHYS& 231 and Engineering Phys Lab I

PHYS& 242 Engineering Physics II 5
& PHYS& 232 and Engineering Phys Lab II

Additional course in Natural Science outside of PHYS 5
COLL 101 College Essentials: Introduction To Clark 2

Elective Requirements
MATH& 152 Calculus II 5
MATH& 153 Calculus III 5
MATH 215 Linear Algebra 5
MATH 221 Differential Equations 5
MATH 254 Calculus IV 5
PHYS& 243 Engineering Physics III 5
& PHYS& 233 and Engineering Phys Lab III

Total Credits/Units 95

1 PHYS 94, PHYS 95, and PHYS 96 do not count toward the credit total of a transfer degree.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry
method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MECHANICAL, CIVIL & AERONAUTICAL ENGINEERING

Engineering is a profession where you are challenged to develop creative solutions to problems related to every aspect of life, through the application of mathematical and scientific principles, experience, creativity, and common sense.

Mechanical engineering is a diverse discipline which can include robotics, consumer electronics, automotive, appliances, energy-sustainable and clean fuels, aerospace, medical innovations, amusement park rides, toys, and nanotechnology.

Civil engineers work in many areas essential to modern life such as construction, architecture, environmental engineering, power generation, public works and highway departments, or the federal government. Civil engineers are at the forefront of efforts to design inexpensive yet effective ways to ensure that people living in these regions have access to potable water.

Aeronautical engineering expertise is innovative in space exploration but also pioneering in other industries such as automobile manufacturing. Aerospace engineers are experts in aerodynamics, so some of them put their skills to use in making race cars go faster or golf balls fly further.

It is critical that you work with an Engineering faculty advisor to ensure your program will give you the maximum benefit when you transfer.

• Mechanical, Civil & Aeronautical Engineering (AST2) (p. 83)

Mechanical, Civil & Aeronautical Engineering (AST2)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

The following is a degree program designed by a consortium of two-year and four-year colleges in Washington. Students should be aware that baccalaureate institutions may have slightly different requirements for these degrees, and students should consult the transfer institution for exact questions. Additional courses may be needed to satisfy graduation requirements for the Associate in Science degree (https://catalog.clark.edu/academic-plans/track-2-ast2/general/).

Students should complete the entirety of any science sequence at the same school for best transferability. These degrees are not DTA degrees, and there are some general education requirements that students will need to finish upon transfer.

Though this degree does not require such, Clark College students should know that the standard Clark AST degree path has this difference from the Articulated Degree defined below:

• Clark requires 3 credits of Health-Physical Education coursework.

Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Clark College Equivalents

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 241&amp; PHYS 94</td>
<td>Engineering Physics I and Physics Calculations (concurrent enrollment required)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 231</td>
<td>Engineering Phys Lab I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 242&amp; PHYS 95</td>
<td>Engineering Physics II and Physics Calculations (concurrent enrollment required)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 232</td>
<td>Engineering Phys Lab II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS&amp; 243&amp; PHYS 96</td>
<td>Engineering Physics III and Physics Calculations (concurrent enrollment required)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS&amp; 233</td>
<td>Engineering Phys Lab III</td>
<td>1</td>
</tr>
<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>ENGR&amp; 214</td>
<td>Statics</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 215</td>
<td>Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>ENGR&amp; 225</td>
<td>Mechanics Of Materials</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives

Electives as appropriate for intended major and intended baccalaureate 15-20 institution. Requirements vary by school and program. See an Engineering faculty advisor for proper selection.

• Computer Programming
• Innovation in Design
• Calculus IV (Advanced or Multi-Variable Calculus)
• 3-D Visualization and CAD (Engineering Graphics)
• Technical Writing

Students completing this Associate of Science will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate degree and will be given junior status by the receiving institution.
<table>
<thead>
<tr>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:</td>
</tr>
</tbody>
</table>

- Demonstrate progress toward healthier behaviors. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
- Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems.
- Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MECHATRONICS

Mechatronics Technology is a growing career field that deals with the integration of mechanical and electronic components managed by control systems. Mechatronics technicians troubleshoot, maintain and repair mechanical equipment controlled by electrical, electronic and computer systems. These types of systems are increasingly used in a wide variety of manufacturing and industrial settings. Clark College’s Mechatronics Technology (MTX) classes emphasize current concepts and technology by providing practical, hands-on experiences with the latest, industry standard equipment. In addition to the technical knowledge needed to maintain and repair equipment, the certificate and degree programs will help prepare students to think critically, function as a successful team member and communicate clearly to internal and external customers.

The multiple certificate and degree options available within this program allow students the option to stop-out and enter the workforce, and re-enter the program as needed, or complete their program of study without stopping.

• Mechatronics Fundamentals (CC) (p. 85)
• Mechanical Automation (CA) (p. 85)
• Mechanical Automation (AAT) (p. 86)

Mechatronics Fundamentals (CC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Major Area Requirements</th>
<th>Credits/Units</th>
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</thead>
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<tr>
<td>MTX 100</td>
<td>Industrial Safety</td>
<td></td>
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</tr>
<tr>
<td>MTX 101</td>
<td>DC Fundamentals</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTX 102</td>
<td>AC Fundamentals</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MTX 103</td>
<td>Basic Measurement Tools</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MTX 106</td>
<td>Fluid Power Systems</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MTX 110</td>
<td>Electric Motor Control 1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MTX 121</td>
<td>Semiconductors I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTX 130</td>
<td>Programmable Logic Controllers 1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or MTX 132 Siemens PLC Lvl I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTX 140</td>
<td>Robotic Systems</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MTX 145</td>
<td>Electrical Power &amp; Distribution Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTX 175</td>
<td>Mechatronics Systems Fundamentals</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTX 180</td>
<td>Mechanical Systems</td>
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<td>5</td>
</tr>
<tr>
<td>Total Credits/Units</td>
<td></td>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Troubleshoot DC and AC circuits for malfunctions.
• Design fluid power systems and identify common components.
• Correctly connect, operate and troubleshoot an AC motor control circuit.
• Demonstrate proper tool identification and usage techniques.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Mechanical and Instrumentation Automation (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>General Education Requirements</td>
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<tr>
<td>PTWR 135</td>
<td>Introduction To Applied Technical Writing</td>
<td>5</td>
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<tr>
<td></td>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>PTCS 110</td>
<td>Professional Technical Computational Skills</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Computational Skills</td>
<td></td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
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<tr>
<td>BUS 148</td>
<td>Business Professional Self Development</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MGMT 101 Principles Of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>MTX 100</td>
<td>Industrial Safety</td>
<td>1</td>
</tr>
<tr>
<td>MTX 101</td>
<td>DC Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MTX 102</td>
<td>AC Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>MTX 103</td>
<td>Basic Measurement Tools</td>
<td>2</td>
</tr>
<tr>
<td>MTX 106</td>
<td>Fluid Power Systems</td>
<td>4</td>
</tr>
<tr>
<td>MTX 110</td>
<td>Electric Motor Control 1</td>
<td>4</td>
</tr>
<tr>
<td>MTX 121</td>
<td>Semiconductors I</td>
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<td>MTX 130</td>
<td>Programmable Logic Controllers 1</td>
<td>4</td>
</tr>
<tr>
<td>MTX 132</td>
<td>Siemens PLC Lvl I</td>
<td>4</td>
</tr>
<tr>
<td>MTX 140</td>
<td>Robotic Systems</td>
<td>4</td>
</tr>
<tr>
<td>MTX 145</td>
<td>Electrical Power &amp; Distribution Systems</td>
<td>4</td>
</tr>
<tr>
<td>MTX 175</td>
<td>Mechatronics Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MTX 180</td>
<td>Mechanical Systems</td>
<td>5</td>
</tr>
<tr>
<td>MTX 216</td>
<td>Mechatronics 2</td>
<td>5</td>
</tr>
<tr>
<td>MTX 221</td>
<td>Semiconductors 2</td>
<td>3</td>
</tr>
<tr>
<td>MTX 224</td>
<td>Motor Drive Systems</td>
<td>5</td>
</tr>
<tr>
<td>MTX 230</td>
<td>Laser Alignment</td>
<td>2</td>
</tr>
<tr>
<td>MTX 232</td>
<td>Digital Electronics Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MTX 240</td>
<td>Process Control Systems</td>
<td>6</td>
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<tr>
<td>MTX 250</td>
<td>Advanced Programmable Logic Controllers</td>
<td>4</td>
</tr>
<tr>
<td>MTX 275</td>
<td>Advanced Fluid Power Systems</td>
<td>5</td>
</tr>
<tr>
<td>MTX 292</td>
<td>Manufacturing System Principles</td>
<td>4</td>
</tr>
<tr>
<td>MTX 296</td>
<td>Capstone/Final Project</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits/Units</td>
<td>101</td>
</tr>
</tbody>
</table>

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Design, operate, and troubleshoot automation processes and systems.
- Communicate with colleagues, supervisors, clients, using written and verbal technical and/or nontechnical language.
- Actively participate as an effective team member, completing prescribed project tasks and meeting project goals.
- Use computational skills to analyze physical parameters within automated processes and systems.
- Assimilate/interpret technical and nontechnical descriptions to form a solution.
- Collect data based on sensory input and system performance to analyze and interpret process capabilities.
- Operate, measure, and modify, software-driven industrial control systems

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
MEDICAL ASSISTANT

Medical Assistants maintain the daily workflow of a medical office. Work activities vary depending on the medical setting but often include customer service, administrative and clinical tasks. Medical assistants work directly with physicians and patients to ensure a productive experience in a variety of healthcare environments. The Medical Assistant program prepares students for both front-office clerical and back-office clinical medical assisting responsibilities by providing cognitive (knowledge), psychomotor (skills), and affective (behavior) learning competencies. The Clark College Medical Assistant Certificate of Proficiency is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB). Graduates of the Clark College Medical Assisting program are eligible to sit for the American Association of Medical Assistants (AAMA)'s Certified Medical Assistant (CMA) examination, a national certification for Medical Assistants. To gain employment as a Certified Medical Assistant, the student must graduate from the program and pass the CMA examination.

Commission on Accreditation of Allied Health Education Programs
www.caahep.org (http://www.caahep.org)
25400 US Highway N
Suite 158
Clearwater, FL 33756
727-210-2350

Medical Assistant Education Review Board
http://www.maerb.org/
20 N. Wacker Drive, Suite 1575
Chicago, IL 60606
1-800-228-2262

Washington State Department of Health
Town Center 2
111 Israel Rd SE
Tumwater, WA 98501
360-236-4700
Fax number: 360-236-4818
Email Address: hsqa.csc@doh.wa.gov

National Center for Competency Testing
NCCT 7007 College Blvd Suite 385 Overland Park KS 66211
Phone: 800.875.4404 Fax: 913.498.1243
www.ncctinc.com/ (http://www.ncctinc.com/)

American Association of Medical Assistants
www.aama-ntl.org (http://www.aama-ntl.org)

Applications are accepted at any time however this is a limited entry program. Candidates who meet the preliminary requirements will be considered for winter term entry.

Minimum Requirements:

• Complete the Clark College Application for Admission and the Medical Assistant Application. Return both to the Clark College Welcome Center with the non-refundable program application fees (subject to change). For the current fee amounts, please visit the Medical Assistant website. Date of Medical Assistant Application (fee paid date) will be considered in selecting students for entry into the program.

• Complete with a 2.0 or above all Preliminary Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 103</td>
<td>Math For Medical Assistants</td>
<td>3</td>
</tr>
<tr>
<td>MA 123</td>
<td>Legal Aspects Of The Medical Office</td>
<td>3</td>
</tr>
<tr>
<td>AH 110</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>AH 111</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>AH 100</td>
<td>Basic Concepts Of Anatomy And Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; AH 101</td>
<td>Basic Concepts Of Anatomy And Physiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

• To comply with Washington State Law [WAC 246-901-030(2)], Clark College requires that students must submit proof of high school graduation, GED completion, or U.S. degree conferment to be eligible for selection into the Medical Assisting Program. Students who do not plan to apply transfer credits towards the program are not required to submit official transcripts.

• Take the Clark College COMPASS Test. Call (360) 992-2648 for Assessment Center hours. The following scores or equivalent classes are required prior to program entry:
  • Reading: English Readiness Assessment Score placing students in ENGL 101 or equivalent with 2.0 or above.
  • Obtain a minimum Clark College cumulative GPA of 2.0 or above.

Program Progression:

• Obtain a complete physical to verify proof of fitness to perform Medical Assistant requirements.

• Contact the Health Services Center at Clark College or a personal physician for the physical. Submit physical results to the Director of the Medical Assistant program.

• Complete all program courses with a minimum grade of "C" or better.

• Maintain a cumulative GPA of 2.00 or higher.

• Do not repeat any required program course more than once.

• Provide proof of all required immunizations before registering for Medical Office Clinical Procedures MA 211

    • https://www.certifiedbackground.com/ (register as a student and pay the fee required as a MA student under the Medical Assistant Program, complete the background check on this site as well).

• Complete or take concurrently all Medical Assistant Program courses before registering for Medical Assistant Practicum MA 222

• Medical Assistant (CP) (p. 87)

• Medical Assisting (AAT) (p. 88)

Medical Assistant (CP)

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>AH 100</td>
<td>Basic Concepts Of Anatomy And Physiology I</td>
<td>3</td>
</tr>
</tbody>
</table>
Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate use of medical office administrative and clinical software to complete medical office tasks (scheduling, patient information management, billing and office finances). (affective, cognitive and psychomotor)
- Apply policies and principles of office management (patient reception, scheduling, billing and office finances). (affective, cognitive and psychomotor)
- Apply policies and procedures for office management. (cognitive)
- Communicate effectively with peers, patients, and health care professionals through written and oral communications. (affective and psychomotor)
- Demonstrate the ability to work as a team member to accomplish a task. (affective)
- Accurately and effectively demonstrate clinical skills required of the medical assistant. (affective, cognitive and psychomotor)
- Successfully complete all criteria necessary for taking the CMA Exam. (cognitive and psychomotor)
Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate use of medical office administrative and clinical software to complete medical office tasks (scheduling, patient information management, billing and office finances). (affective, cognitive and psychomotor)
- Apply policies and principles of office management (patient reception, scheduling, billing and office finances). (affective, cognitive and psychomotor)
- Apply policies and procedures for office management. (cognitive)
- Demonstrate the ability to work as a team member to accomplish a task. (affective)
- Communicate effectively with peers, patients, and health care professionals through written and oral communications. (affective and psychomotor).
- Accurately and effectively demonstrate clinical skills required of the medical assistant. (affective, cognitive and psychomotor)
- Successfully complete all criteria necessary for taking the CMA Exam. (cognitive and psychomotor)

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
HEALTH INFORMATION MANAGEMENT / MEDICAL BILLING AND CODING

The Medical Billing/Coding Specialist Certificate of Proficiency leads to a Health Information Management AAT degree and prepares individuals for employment in the areas of medical insurance, physician's office coding, inpatient hospital coding, health care claims processing, and home-remote coding. This program also serves the needs of healthcare personnel interested in upgrading their professional skills.

Training in medical billing includes CMS-1500 and UB04 claim forms as well as the processing of insurance claims and basic health information procedures. Coding training includes CPT, HCPCS, ICD, PCS, MS-DRGs as well as the legislative changes in healthcare insurance.

The Health Information Management Associate in Applied Technology Program trains individuals on topics in health data content, structure and standards, information protection, access, disclosure, archives, privacy, security, health information technologies, revenue management, medical coding, compliance, and leadership. Health Information Management professionals may practice in different health care settings such as health information systems, health finance and billing services, and health information standards and policy development.

With highly marketable skills that will continue to be in demand, graduates are prepared to enter the workforce. This is a selective admissions program; a separate application is required.

Eligibility

To successfully pass one of the following examinations you will need to review each individual association’s eligibility requirements.

National Certification:

- Certified Provider Certification (CPC) through the American Academy of Professional Coders (AAPC) (https://www.aapc.com/certification/cpc/)
- Certified Coding Associate (CCA) through the American Health Information Management Association (AHIMA) (https://www.ahima.org/certification-careers/certifications/)
- Certified Coding Specialist (CCS) through the American Health Information Management Association (AHIMA) (https://www.ahima.org/certification-careers/certifications/ccs/)

Applications are accepted at any time however this is a limited entry program.

No results found.
MUSIC

The Music program at Clark offers students an abundance of experiences in music theory, instrumental and vocal performance training, music appreciation and music history. Courses are designed to prepare the music major for advanced studies for transfer to a four-year bachelor’s music degree while also providing an enriching experience to the non-music major with the skills and background to fully enjoy music as a cultural pursuit.

• Associate in Music DTA/MRP (AA) (p. 91)

Associate in Music DTA/MRP (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
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<tr>
<td></td>
<td><strong>General Education Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Communication Skills</strong></td>
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<td>Course Options (p. 285)</td>
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<tr>
<td></td>
<td><strong>Quantitative Skills</strong></td>
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<tr>
<td></td>
<td>Course Options (p. 91)</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Humanities</strong></td>
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<tr>
<td>MUSC&amp; 141</td>
<td>Music Theory I</td>
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<td>MUSC&amp; 142</td>
<td>Music Theory II</td>
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<td></td>
<td>Select five credits/units from other disciplines (p. 285)</td>
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<tr>
<td></td>
<td><strong>Social Sciences</strong></td>
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<tr>
<td></td>
<td>Selected from at least two disciplines (p. 286)</td>
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<td></td>
<td><strong>Natural Sciences</strong></td>
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<tr>
<td></td>
<td>Selected from at least two disciplines (p. 287)</td>
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<tr>
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<td><strong>Major Area Requirements</strong></td>
<td>102</td>
</tr>
<tr>
<td>MUSC&amp; 121</td>
<td>Ear Training 1</td>
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<tr>
<td>MUSC&amp; 122</td>
<td>Ear Training 2</td>
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</tr>
<tr>
<td>MUSC&amp; 123</td>
<td>Ear Training 3</td>
<td>1</td>
</tr>
<tr>
<td>MUSC&amp; 221</td>
<td>Ear Training 4</td>
<td>1</td>
</tr>
<tr>
<td>MUSC&amp; 222</td>
<td>Ear Training 5</td>
<td>1</td>
</tr>
<tr>
<td>MUSC&amp; 223</td>
<td>Ear Training 6</td>
<td>1</td>
</tr>
<tr>
<td>MUSC&amp; 143</td>
<td>Music Theory III</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 101</td>
<td>Beginning Piano Class</td>
<td>2</td>
</tr>
<tr>
<td>MUSC&amp; 231</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC&amp; 232</td>
<td>Music Theory V</td>
<td>3</td>
</tr>
<tr>
<td>MUSC&amp; 233</td>
<td>Music Theory VI</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>Intermediate Piano Class</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Applied Instrument, Piano, or Voice</strong></td>
<td>6</td>
</tr>
<tr>
<td>Major Performing Ensemble • Orchestra, Concert Band, Concert Choir, Treble Choir, Chorale, or Jazz Band</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

1 No more than 10 credits/units allowed from any one discipline.
2 No more than 10 credits/units allowed from any one discipline. At least 10 credits/units in Physical, Biological and/or Earth Sciences. Shall include at least one laboratory course.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Meet audition standards for any necessary proficiency exams in music theory for transfer to a four-year school of music.
• Perform a standard body of literature at a proficiency level relevant to pursuit of a BA or BM degree in music.
• Demonstrate musicality through participation in recorded performances.
NETWORK TECHNOLOGY

Designed to meet the ever-changing needs of the IT (Information Technology) field, Clark’s Network Technology programs include extensive hands-on, real-world scenario-based learning in planning, designing, implementing, maintaining, and troubleshooting small-to-large scale computer networks.

The Network Technology department provides in-demand training for careers as a Network Administrator, Network Engineer, and Network Support Specialist in all aspects of modern computer networks, including traditional data, video conference, Voice over Internet Protocol (VoIP) telephone, wireless networks, and network security.

We are a Cisco Network Academy authorized by Cisco Systems, a leader in the networking industry. The Network Technology department offers training towards obtaining several well-recognized industry certifications, including:

- Cisco CCNA
- Cisco CCNA Security
- Cisco CCNA Voice
- CompTIA A+ PC Technician
- CompTIA Network+
- CompTIA Server+
- Microsoft MCITP Server Administrator on Windows Server 2008
- Microsoft MCTS Windows Server 2008 Network Infrastructure
- Microsoft MCTS Windows Server 2008 Active Directory

Our various Network Technology programs are designed with entry points both for the student just starting a new career, as well as for the computer networking or telecommunications professional seeking to improve and update their skills and achieve industry certifications. Classes are offered at convenient times for working people: days, nights, weekends.

We invite you to visit our website for more information, contact us with your questions, and schedule a tour of our classroom and leading-edge lab facility.

Email: dnet@clark.edu

Program Preparation

Math and English proficiency tests are required of all students before entry into the applied science degree program.

Students must complete all Major Area Requirements with a minimum grade of "C" or better in order to successfully complete the program and earn the award.

Refer to the Degree & Certificate Requirements Section of the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements.

- Cisco Technician (CA) (p. 92)
- Cisco Technologies (AAT) (p. 92)
- Microsoft Technician (CA) (p. 93)
- Network Technologies (AAT) (p. 93)
- Cybersecurity (BAS) (p. 95)

Cisco Technician (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTEC 103</td>
<td>IP Subnetting</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 125</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 142</td>
<td>Cloud Computing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 151</td>
<td>Linux Essentials</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 161</td>
<td>Network Scripting Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 220</td>
<td>Deploying Linux Server Services</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 221</td>
<td>Cisco CCNA 1</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 222</td>
<td>Cisco CCNA 2</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 223</td>
<td>Cisco CCNA 3</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits/Units 42

Note: Students will be required to have access to the Internet to complete their coursework.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Design converged networks to meet specific business needs.
- Implement converged networks to meet specific business needs.
- Maintain converged networks to meet specific business needs.
- Resolve common issues with converged networks.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Cisco Technologies (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTWR 135</td>
<td>Introduction To Applied Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL &amp; 101</td>
<td>English Composition I</td>
<td></td>
</tr>
</tbody>
</table>

Computational Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTCS 110</td>
<td>Professional Technical Computational Skills</td>
<td>5</td>
</tr>
</tbody>
</table>
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Design converged networks to meet specific business needs.
- Implement converged networks to meet specific business needs.
- Maintain converged networks to meet specific business needs.
- Resolve common issues with converged networks.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Network Technologies (AAT)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTEC 103</td>
<td>IP Subnetting</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 125</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 142</td>
<td>Cloud Computing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 151</td>
<td>Linux Essentials</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 161</td>
<td>Network Scripting Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 221</td>
<td>Cisco CCNA 1</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 222</td>
<td>Cisco CCNA 2</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 223</td>
<td>Cisco CCNA 3</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 225</td>
<td>Cisco CCNA Security</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 235</td>
<td>Microsoft Server Admin 2</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 242</td>
<td>Datacenter Virtualization Technology</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 252</td>
<td>Linux Administration 1</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 253</td>
<td>Linux Administration 2</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 299</td>
<td>Capstone Experience: Cisco Technologies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Microsoft Technician (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTEC 103</td>
<td>IP Subnetting</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 125</td>
<td>Introduction to Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 142</td>
<td>Cloud Computing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 151</td>
<td>Linux Essentials</td>
<td>3</td>
</tr>
<tr>
<td>NTEC 161</td>
<td>Network Scripting Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 221</td>
<td>Cisco CCNA 1</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 222</td>
<td>Cisco CCNA 2</td>
<td>6</td>
</tr>
<tr>
<td>NTEC 223</td>
<td>Cisco CCNA 3</td>
<td>6</td>
</tr>
</tbody>
</table>
NTEC 234  Microsoft Server Admin 1  6
NTEC 235  Microsoft Server Admin 2  6
NTEC 236  Microsoft Server Admin 3  6
NTEC 252  Linux Administration 1  6
NTEC 253  Linux Administration 2  6
NTEC 297  Capstone Experience: Network Technologies  3
Total  90

1 PTWR 135 does not meet 100 level incoming/transfer credit requirements for a Bachelor Degree program.
2 PTCS 110 does not meet 100 level incoming/transferring credit requirements for a Bachelor Degree program.

Program Outcomes
Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate interpersonal/human relations skills. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Design Windows and Linux networks to meet specific business needs.
• Implement Windows and Linux networks to meet specific business needs.
• Design converged networks to meet specific business needs.
• Implement converged networks to meet specific business needs.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
CYBERSECURITY BAS

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

A minimum of 35 quarter units or 24 semester units (100-level or above) must be completed prior to program completion and needs to include five units minimum in each of the following categories: communication studies, quantitative skills, humanities, social science, and natural science as defined by Clark College.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 235</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CMST 310</td>
<td>Organizational Communication</td>
<td>5</td>
</tr>
<tr>
<td>PHIL 120</td>
<td>Symbolic Reasoning</td>
<td>5</td>
</tr>
<tr>
<td>CMST 230</td>
<td>Small Group Communication</td>
<td>5</td>
</tr>
<tr>
<td>PHIL 420</td>
<td>Ethics In Management</td>
<td>5</td>
</tr>
<tr>
<td>ECON 110</td>
<td>Introduction To The Global Economy</td>
<td>5</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Organizational Behavior</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 109</td>
<td>Integrated Environmental Science</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 430</td>
<td>Sustainability &amp; Environmental Practices</td>
<td>5</td>
</tr>
</tbody>
</table>

Qualifying AA/AAT/AAS General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
</tbody>
</table>

Computational Skills

Any generally transferable computational course with Intermediate Algebra as a prerequisite

Human Relations

Course Options (p. 296)

Major Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTEC 321</td>
<td>Enterprise Networking Foundation</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 361</td>
<td>Cybersecurity Programming &amp; Scripting Foundation</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 364</td>
<td>Iot Foundation: Connecting Things</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 365</td>
<td>Big Data &amp; Analytics Foundation</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 371</td>
<td>Cybersecurity Foundation</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 472</td>
<td>Cybersecurity Penetration Testing</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 473</td>
<td>Cybersecurity Analyst</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 475</td>
<td>Cybersecurity Operations</td>
<td>5</td>
</tr>
<tr>
<td>NTEC 499</td>
<td>Capstone Project</td>
<td>5</td>
</tr>
</tbody>
</table>

Qualifying AA/AAT/AAS degree

Total Credits Required 180

Program Outcomes

- Plan, implement, administer, and support enterprise information technologies and systems.
- Analyze the security vulnerabilities of an organization’s information technology resources.
- Plan and implement security measures and practices for an organization’s information technology resources.
- Evaluate organization needs, and use those to plan the implementation of information technology systems.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Pre-Nursing - DTA/MRP (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This pathway is applicable to students planning to prepare for upper-division Bachelor of Science, Nursing (entry-to-practice/basic BSN pathway) by completing a broad selection of academic courses. Many students transfer to the BSN program after completing the Associate Degree Nursing (ADN) program (RN-to-BSN pathway); however, this agreement is not applicable to and does not alter those ADN-to-BSN articulation agreements.

This pathway streamlines preparation for the basic BSN pathway across the state. It does not, however, address the issue of significantly inadequate capacity (faculty, clinical opportunities, etc.) at the BSN level relative to workforce needs or current student interest. Due to high interest and limited space in BSN programs, admission to all BSN programs is highly competitive, with many qualified applicants finding themselves on waiting lists for admission.

This document represents an agreement between the following baccalaureate institutions offering an entry-to-practice/basic BSN program and the community and technical colleges system. Baccalaureate institutions party to this agreement include: University of Washington, Seattle; Washington State University; Northwest University; Seattle University; Seattle Pacific University; Pacific Lutheran University; and Walla Walla University. The Washington State University Intercollegiate College of Nursing (WSU-ICN) is a consortium whose members include Eastern Washington University, Gonzaga, and Whitworth. Associate degree transfers to WSU-ICN are admitted through WSU, but not through the other consortium institutions. EWU participated in the development of this agreement.

Though this degree does not require such, Clark College students should know that the standard Clark AA degree path has these differences from the MRP defined below:

1. Clark requires 3 credits of Health-Physical Education coursework, and
2. Clark’s Social Science distribution requirement stipulates that students take courses from at least three different departments.
Students must also meet the residency requirements as established by Clark. While Clark College has approved offering the degree below, Clark students should keep these requirements in mind should their transfer pathways change.

Students are responsible for researching and preparing for specific major requirements of baccalaureate institutions as early as possible prior to transferring.

### Clark College Equivalents

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Quantitative/Symbolic Reasoning Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Distribution Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td>or CMST 216</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>or CMST 210</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Select 10 term credits/units of other Humanities, five of which can be CMST (p. 285)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC&amp; 100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC&amp; 200</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Select five credits/units of Social Science course(s) (outside of Psychology) that has PPI designator (p. 286)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Natural Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 160</td>
<td>General Biology W/Lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 251</td>
<td>Human A &amp; P I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; BIOL&amp; 252</td>
<td>and Human A &amp; P II</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL&amp; 253</td>
<td>and Human A &amp; P III</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BIOL&amp; 241</td>
<td>Human Anatomy And Physiology I</td>
</tr>
<tr>
<td>&amp; BIOL&amp; 242</td>
<td>and Human Anatomy And Physiology II</td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 260</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 121</td>
<td>Intro To Chemistry: Pre-Health</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 131</td>
<td>Intro To Organic/Biochem</td>
<td>5</td>
</tr>
<tr>
<td>NUTR&amp; 101</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Elective Courses (p. 287) 2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Evaluate claims about the natural world using scientific methodology. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Apply communication theory to demonstrate effective oral communication skills. (GE)

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/

Nursing (AA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits/Units</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select an additional five credits/units (p. 285)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Introduction To Stat</td>
<td>5</td>
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<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
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<tr>
<td>PSYC 200</td>
<td>Lifespan Psychology</td>
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<tr>
<td>CHEM 121</td>
<td>Intro To Chemistry: Pre-Health</td>
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</tr>
<tr>
<td>BIOL 160</td>
<td>General Biology W/Lab</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Human Anatomy And Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 242</td>
<td>Human Anatomy And Physiology II</td>
<td>5</td>
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<tr>
<td>BIOL 260</td>
<td>Microbiology</td>
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<td>NUTR 101</td>
<td>Nutrition</td>
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Nursing Core Requirements

<table>
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<tr>
<th>Term</th>
<th>Courses</th>
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<tbody>
<tr>
<td>First</td>
<td>NURS 110 Foundations Of Nursing Concepts</td>
<td>2</td>
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<tr>
<td></td>
<td>NURS 111 Foundations Of Clinical Nursing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENGL 112 Ethics And Policy In Healthcare I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 113 Lifespan Assessment Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 114 Nursing Skills Application I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 115 Nursing Skills Lab I</td>
<td>2</td>
</tr>
<tr>
<td>Second</td>
<td>NURS 122 Family-Centered Nursing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PSYC 122 Psychosocial Issues In Health Care I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 123 Family-Centered Clinical Nursing</td>
<td>4</td>
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<tr>
<td></td>
<td>PSYC 124 Psychosocial Issues In Health Care II</td>
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<tr>
<td></td>
<td>NURS 127 Nursing Skills Application II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 128 Nursing Skills Lab II</td>
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<tr>
<td>Third</td>
<td>NURS 135 Medical Surgical Nursing Concepts 1</td>
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<td></td>
<td>NURS 136 Medical-Surgical Clinical Nursing I</td>
<td>5</td>
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<tr>
<td></td>
<td>NURS 137 Nursing Skills Application III</td>
<td>1</td>
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<tr>
<td></td>
<td>NURS 138 Nursing Skills Lab III</td>
<td>2</td>
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<tr>
<td></td>
<td>NURS 139 Nutrition In Healthcare I</td>
<td>1</td>
</tr>
<tr>
<td>Fourth</td>
<td>NURS 241 Medical-Surgical Nursing Concepts II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 242 Medical/Surgical Clinical Nursing II</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NUTR 240 Nutrition In Healthcare II</td>
<td>1</td>
</tr>
<tr>
<td>Fifth</td>
<td>NURS 251 Medical-Surgical Nursing Concepts III</td>
<td>2</td>
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<tr>
<td></td>
<td>NURS 252 Advanced Holistic Clinical Nursing</td>
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<td></td>
<td>PSYC 253 Psychosocial Issues In Health Care III</td>
<td>2</td>
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<tr>
<td>Sixth</td>
<td>NURS 261 Professional Leadership Transition To Practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENGL 273 Ethics And Policy In Healthcare II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 262 Professional Leadership Senior Practicum</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 263 Professional Role In Community Service</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 264 Capstone Nclex Preparation</td>
<td>1</td>
</tr>
</tbody>
</table>

|        | Total Credits/Units                         | 135           |

1 Maximum of 5 (five) credits/units of ENGL credits/units allowed

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Apply communication theory to demonstrate effective oral communication skills. (GE)
• Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically. (GE)
• Analyze patterns of power, privilege, and inequity in the United States. (GE)
• Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
• Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
• Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
• Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
• Obtain, evaluate, and ethically use information. (GE)
• Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
• Demonstrate progress toward healthier behaviors. (GE)
• Teamwork and Interprofessional Collaboration: Model open communication, mutual respect and shared decision making.
• Knowledge: Integrate relevant theoretical and practical knowledge.
• Clinical Judgment: Demonstrate effective problem solving and decision making.
• Caring: Integrate principles of diversity, holism, stewardship, dignity, and respect to reflect an environment of caring.
• Professionalism: Demonstrate personal accountability, ethical practices and continuing competence in nursing.
• Patient Safety: Minimize risk of harm to patients and providers through both clinical system effectiveness and individual performance.

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The registered nurse is a licensed health care professional able to work in hospitals, clinics, acute care, physicians’ offices, emergency centers, long-term care facilities, and home health care agencies. Registered nurses work with patients from birth through old age in a variety of health care settings, including medical/surgical, obstetrics, mental health, long-term care, and in the community. They design care plans, perform patient assessments, administer medications, give injections, serve as advocates for patients, and refer patients to the proper resources. Critical-thinking and decision-making ability, as well as a life-long commitment to learning, are important assets in this demanding but rewarding profession.

Graduates of the Associate Degree Nursing program receive an Associate in Arts Nursing DTA/MRP degree, and are qualified to take the National Council Examination for licensure as a Registered Nurse.

Clark College’s Associate Degree in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
www.acenursing.org

About the Program
For Financial Aid purposes, the Associate Degree in Nursing DTA/MRP is open enrollment which enables all students who wish to pursue this degree to complete the “Nursing Degree Requirements” (courses in the areas of English, Biological Sciences, Psychology, etc.). The “Nursing Degree Requirements” provide the foundation for the subsequent “Nursing Core” classes (classes with “NURS” prefix). Due to clinical space limitations, although the program of study for the nursing transfer degree is open enrollment, there is a competitive application process for students to be able to begin the “Nursing Core” classes. The instructions in the Nursing Program Guide explain the nursing transfer degree requirements and the competitive application process to be able to begin the Nursing Core classes.

The Nursing Program Guide is posted on the Nursing website at www.clark.edu/clarknursing.

Disability Statement for Health Occupations
In accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, accommodations for students with disabilities will be considered at the student’s request. The student may need to provide documentation of disability to the Disability Support Services Office to support his/her accommodation requests. Documentation guidelines and procedures can be found at Clark’s Disability Support Services (http://www.clark.edu/campus-life/student-support/disability_support/). Once the student is qualified by DSS as having a disability, requested accommodations will be considered. Accommodations for the classroom, laboratory, or clinical setting will be evaluated according to reasonableness. Accommodations that compromise patient care, or that fundamentally alter the essential functions of the program or activity, are not considered to be reasonable.
PHLEBOTOMY

Phlebotomy is the practice of drawing blood for analysis, donation or medical testing. A career as a Phlebotomy technician is a rewarding path for someone who desires to work directly with patients. In just two quarters, Clark’s Phlebotomy Program prepares students for an entry-level position in a rapidly growing field. With hands-on training from highly experienced faculty, students gain competence in drawing blood using a variety of collection methods with adults, children, and infants. Coursework includes the handling and transportation of blood and non-blood specimens, safety and infection control, specimen processing, and performing CLIA-waived laboratory testing.

Clark’s Phlebotomy curriculum places emphasis on quality and follows the most up-to-date Clinical and Laboratory Standards Institute (CLSI) guidelines for phlebotomy. The second quarter of the program includes a clinical practicum in a health care facility providing ‘real world’ training and direct experience as a medical laboratory team member.

Graduates of the Clark College Phlebotomy program will be eligible for:

- Clark College Certificate of Achievement
- Washington State Phlebotomy Licensure
- National Phlebotomy Certification Exam

About the Program

The Certificate of Achievement in Phlebotomy is open enrollment which enables all students who wish to pursue this program to complete the “Phlebotomy Program Requirements” (courses in the areas of English, Sciences, Medical Terminology, etc.). The “Phlebotomy Program Requirements” provide the foundation for the subsequent “Phlebotomy Core” classes (classes with “PHLE” prefix). Due to clinical space limitations, although the program of study for the Phlebotomy is open enrollment, there is an application process for students to be able to begin the “Phlebotomy Core” classes. The instructions in the Phlebotomy Program Guide explain the Phlebotomy requirements and the application process to be able to begin the Phlebotomy Core classes.

The Phlebotomy Program Guide is posted on the Phlebotomy website at: www.clark.edu/phlebotomy (http://www.clark.edu/phlebotomy/)

Disability Statement for Health Occupations

In accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, accommodations for students with disabilities will be considered at the student’s request. The student may need to provide documentation of disability to the Disability Support Services Office to support his/her accommodation requests. Documentation guidelines and procedures can be found at www.clark.edu/dss (http://www.clark.edu/dss/). Once the student is qualified by DSS as having a disability, requested accommodations will be considered. Accommodations for the classroom, laboratory, or clinical setting will be evaluated according to reasonableness. Accommodations that compromise patient care, or that fundamentally alter the essential functions of the program or activity, are not considered to be reasonable.

- Phlebotomy (CA) (p. 100)

Phlebotomy (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>PHLE 198</td>
<td>Phlebotomy Education W/Lab</td>
<td>3</td>
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<tr>
<td>PHLE 197</td>
<td>Phlebotomy Clinical Experience</td>
<td>5</td>
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<tr>
<td>PHLE 116</td>
<td>Basic Laboratory For The Phlebotomist</td>
<td>3</td>
</tr>
<tr>
<td>PHLE 115</td>
<td>Phlebotomy Education W/Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements

- Placement in or Completion of ENGL& 101 with a grade of “C” or better
- AH 100 Basic Concepts Of Anatomy And Physiology I 3
- AH 104 Health Care Delivery & Career Exploration 3
- AH 110 Medical Terminology I 3
- AH 120 AIDS Education 1
- HLTH 124 Healthcare Provider CPR And First Aid 1

Total Credits/Units 28

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Accurately perform phlebotomy procedures in variable clinical environments.
- Identify the varying clinical conditions that require a different methodology of sample collection.
- Communicate effectively, accurately, and professionally, using verbal, non-verbal, and written language with diverse populations of patients and other healthcare providers.
- Conduct self in an ethical and professional manner to provide quality patient care.
- Apply safety and infection control standards in the health care environment.

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PHYSICS

Physics is the study of the fundamental nature of our universe. This knowledge is applicable to a wide variety of disciplines in the biological and physical sciences, engineering, medicine, and technology. By taking physics at Clark College, you will get the benefits of small class size, up-to-date laboratory equipment, and instructors who place their emphasis on quality learning.

Physics majors can choose from a variety of courses and are encouraged to explore a wide sample of offerings to obtain a well-rounded education. Students wishing to major in physics should contact the Physics Department for program guidance.

- Physics (AST2) (p. 101)

Physics (AST2)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

This is a suggested program for the first two years of major study in Physics. Lower-division course requirements will vary depending on the transfer institution. Contact an advisor at the transfer institution to determine required coursework as early as possible. Additional courses may be needed to satisfy graduation requirements for the Associate in Science degree (https://catalog.clark.edu/academic-plans/track-2-ast2/general/).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tr>
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<td><strong>General Education Requirements</strong></td>
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<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
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<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
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<tr>
<td></td>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
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<tr>
<td>Health Requirement (p. 285)</td>
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<tr>
<td>Physical Education Activity (p. 285)</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td><strong>Humanities &amp; Social Sciences</strong></td>
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<td>Select one from the following:</td>
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<td>CMST&amp; 210</td>
<td>Interpersonal Communication</td>
<td></td>
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<tr>
<td>CMST&amp; 220</td>
<td>Public Speaking</td>
<td></td>
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<tr>
<td>CMST&amp; 230</td>
<td>Small Group Communication</td>
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<td>Select 10 credits/units from the following:</td>
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<tr>
<td>Humanities Course Options (p. 285)</td>
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<tr>
<td>Social Science Course Options (p. 286)</td>
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<td></td>
<td><strong>Pre-Major Program Requirements</strong></td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>5</td>
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<tr>
<td>or MATH 110</td>
<td>College Algebra With Support</td>
<td></td>
</tr>
<tr>
<td>MATH 153</td>
<td>Calculus III</td>
<td>5</td>
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<tr>
<td>MATH 221</td>
<td>Differential Equations</td>
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<tr>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
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Electives 1-5

**Science Sequence Requirements**

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<tbody>
<tr>
<td>CHEM&amp; 141</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>CHEM&amp; 142</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
<td>4</td>
</tr>
<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
</tr>
<tr>
<td>PHYS&amp; 241</td>
<td>Engineering Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 242</td>
<td>Engineering Physics II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 243</td>
<td>Engineering Physics III</td>
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</table>

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Apply scientific methodologies to develop and answer questions about the natural world.
- Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Acquire scientific information from appropriate sources to analyze issues, claims or situations.
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Reflect the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Obtain, evaluate, and ethically use information. (GE)
- Analyze patterns of power, privilege, and inequity in the United States. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply communication theory to demonstrate effective oral communication skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)

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POWER, PRIVILEGE, AND INEQUITY

In the contemporary United States, we are increasingly called upon to simultaneously engage with multiple ideas and diverse peoples while addressing complex problems related to power, privilege, and inequity. When unprepared to address these issues, we often, unknowingly, perpetuate these problems.

This Academic Concentration prepares students to identify power, privilege, and inequity as central organizing principles of human experience within the United States. Students who complete this Academic Concentration will be able to do the following.

- Identify and deconstruct the individual, institutional, and ideological systems of power, privilege and inequity.
- Critically analyze one’s own multiple identities within the context of power, privilege and inequity.
- Critically examine and describe the social, political and historical construction of identity and difference with regard to sex, gender, race, class, sexuality, age, and ability.

This Academic Concentration would be earned along with any two-year degree, and would be awarded upon graduation.

Power, Privilege, and Inequity (AC) (p. 102)

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Identify and deconstruct the individual, institutional, and ideological systems of power, privilege and inequity.
- Critically analyze one’s own multiple identities within the context of power, privilege and inequity.
- Critically examine and describe the social, political and historical construction of identity and difference with regard to sex, gender, race, class, sexuality, age, and ability.

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Language Proficiency Credit

Each core course below is required. Students must earn a minimum grade of “C.”

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 133</td>
<td>Reflective Practices In Early Learning</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 175</td>
<td>Introduction To LGBTQ Studies</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>Literature By Women</td>
<td>5</td>
</tr>
<tr>
<td>SOC 131</td>
<td>Race And Ethnicity In The U.S.</td>
<td>5</td>
</tr>
<tr>
<td>WS 101</td>
<td>Introduction To Women’s Studies</td>
<td>5</td>
</tr>
<tr>
<td>WS 220</td>
<td>Race, Class, Gender And Sexuality</td>
<td>5</td>
</tr>
<tr>
<td>WS 225</td>
<td>Racism &amp; White Privilege In The U.S.</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select one from the following: 3-5

- ASL 125 American Deaf Culture
- ENGL 243 Queer Literature
- ENGL 176 Nature And The Humanities
- ENGL 267 American Multiethnic Lit
- ENGL 271 Pacific Northwest Literature
- HIST& 215 Women In US History
- HIST& 219 Native American History
- HIST 275 African-American History
- SOC 230 Domestic Violence

Total Credits/Units 39-41
SMALL BUSINESS MANAGEMENT

Small businesses play significant roles in today's economy, both domestic and global. No matter the type of industry, management training is essential to the probability of long-term success. This Small Business Management certificate includes the basic courses that provide the necessary skills needed for small business owners to sustain and expand their operations.

- Small Business Management (CP) (p. 103)

Small Business Management (CP)

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Education Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Communication Skills</em></td>
<td>3-5</td>
</tr>
<tr>
<td>ENGL&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><em>Computational Skills</em></td>
<td></td>
</tr>
<tr>
<td>BUS 102</td>
<td>Business Math Applications</td>
<td>5</td>
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<tr>
<td></td>
<td><em>Human Relations</em></td>
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<tr>
<td>BUS 148</td>
<td>Business Professional Self Development</td>
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<td><strong>Business Core Course</strong></td>
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<td>ACCT 129</td>
<td>Basic Accounting Procedures</td>
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<td>BUS 150</td>
<td>Course BUS 150 Not Found</td>
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<tr>
<td>BUS&amp; 101</td>
<td>Introduction To Business</td>
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<td>ECON 101</td>
<td>Introduction To Economics</td>
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<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
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<td>BUS 115</td>
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<td>BUS&amp; 201</td>
<td>Business Law</td>
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<tr>
<td>BUS 199</td>
<td>Cooperative Work Experience ¹</td>
<td>1-5</td>
</tr>
<tr>
<td>COLL 101</td>
<td>College Essentials: Introduction To Clark</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
<td>46</td>
</tr>
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</table>

¹ Minimum of three credits/units required for program completion

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Prepare a business plan.
- Analyze a target market and develop product, pricing, promotion, and distribution strategies to meet customers' needs at a profit.
- Describe the U.S. legal system and the legal environment of business by outlining the basic principles of law that apply to business transactions.
SURVEYING & GEOMATICS

Degree Requirements

The Surveying and Geomatics program is designed to meet entry-level field and office skills in a variety of land surveying and geomatics occupations. Training will utilize precision electronic surveying instruments, including Global Positioning System equipment and sophisticated computerized drafting, mapping, design, and analysis software.

An Associate in Applied Science degree will be awarded upon successful completion of the course requirements. All core and general education list requirements must be met, with any additional credits to be selected as electives. Students are encouraged to complete basic skills at the beginning of their education. Refer to the Degree & Certificate Requirements Section of the Clark College Catalog to identify the courses needed to satisfy the General Education Requirements.

Full-time students seeking an Associate in Applied Science degree typically complete this program in a minimum of six quarters, if basic skills and prerequisites are complete. Students interested in pursuing a baccalaureate degree in a Surveying or GIS field, a formal articulation agreement between Clark College and the Oregon Institute of Technology in Klamath Falls, Oregon is in place. Please consult with an advisor for additional requirements regarding this specific educational path.

Student Preparation

It is recommended that students prepare for entrance into the program by emphasizing mathematics and science in high school. Two years of algebra and one year each of geometry, trigonometry, and physics are desirable prerequisites.

Career Opportunities

Completion of this program prepares students for work as Surveying Technicians and can lead to a career as a Professional Land Surveyor. The employment forecast for graduates in this field are exceptional. Technicians and can lead to a career as a Professional Land Surveyor. Completion of this program prepares students for work as Surveying Technicians and can lead to a career as a Professional Land Surveyor.

Surveying & Geomatics Technician - GIS (CP)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Communicate in written form, verbally, and graphically with surveyors and engineers.
- Demonstrate use of modern technology, industry standard software, and tools to collect, analyze and interpret data for surveying solutions.
- Practice a code of ethics prescribed by the professional organizations and state codes.

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To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Apply problem solving skills as a member of a professional team in a field crew.
- Communicate in written form, verbally, and graphically with surveyors and engineers.
- Demonstrate use of modern technology, industry standard software, and tools to collect, analyze and interpret data for surveying solutions.
- Practice a code of ethics prescribed by the professional organizations and state codes.

Surveying/Geomatics (AAS)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTWR 135</td>
<td>Introduction To Applied Technical Writing</td>
<td>5</td>
</tr>
<tr>
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<td>(recommended)</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>MATH 103</td>
<td>College Trigonometry</td>
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<td>Subtotal</td>
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<tr>
<td>CMST&amp; 210</td>
<td>Interpersonal Communication (recommended)</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>CADD 140</td>
<td>Basic AutoCAD</td>
<td>4</td>
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<tr>
<td>or ENGR 140</td>
<td>Basic Autocad</td>
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<tr>
<td>SURV 104</td>
<td>Computation And Platting</td>
<td>5</td>
</tr>
<tr>
<td>SURV 121</td>
<td>Field Survey I</td>
<td>5</td>
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<tr>
<td>or ENGR 121</td>
<td>Field Survey I</td>
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<td>SURV 122</td>
<td>Field Survey II</td>
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<tr>
<td>SURV 123</td>
<td>Professional Ethics</td>
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<tr>
<td>SURV 163</td>
<td>Route Surveying</td>
<td>5</td>
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<tr>
<td>SURV 202</td>
<td>Boundary Surveys</td>
<td>4</td>
</tr>
<tr>
<td>SURV 203</td>
<td>Legal Descriptions</td>
<td>3</td>
</tr>
<tr>
<td>SURV 223</td>
<td>Boundary Law I</td>
<td>3</td>
</tr>
<tr>
<td>SURV 264</td>
<td>Survey Software Applications</td>
<td>4</td>
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<td>Total Credits/Units</td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Apply problem solving skills as a member of a professional team in a field crew.
- Communicate in written form, verbally, and graphically with surveyors and engineers.
- Demonstrate use of modern technology, industry standard software, and tools to collect, analyze and interpret data for surveying solutions.
- Practice a code of ethics prescribed by the professional organizations and state codes.
measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Demonstrate use of modern technology, industry standard software, and tools to collect, analyze and interpret data for surveying solutions.
- Apply problem solving skills as a member of a professional team in a field crew.
- Communicate in written form, verbally, and graphically with surveyors and engineers.
- Solve applied mathematical problems related to land surveying.
- Prepare complete field records.
- Practice a code of ethics prescribed by the professional organizations and state codes.
WELDING TECHNOLOGY

The Welding Technology program prepares students for entry-level welder employment in production, job shop, or maintenance positions. Students master basic and advanced welding skills while operating heavy industrial fabrication equipment and state-of-the-art welding equipment. The curriculum places equal focus on the development of fabrication skills and techniques. Student will be expected to not only demonstrate their proficiency with various weld processes but their ability to fabricate projects within specified tolerances using those processes.

The multiple certificates and degree options available within this program allow students the option to stop-out and enter the workforce, and re-enter the program as needed, or complete their program of study without stopping. Students enrolled in a welding program will have the opportunity to earn multiple American Welding Society certifications.

- Flux Core Arc Welding (CA) (p. 107)
- Gas Metal Arc Welding (CA) (p. 107)
- Gas Tungsten Arc Welding (CA) (p. 107)
- Shielded Metal Arc Welding (CA) (p. 108)
- Welding Technician (CP) (p. 108)
- Welding Technologies (AAT) (p. 109)

Flux Core Arc Welding (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate Welding Technology principles of operation, terminology and safe practices related to Flux Core Arc Welding (FCAW) and cutting processes.
- Explain the use of FCAW electrodes.
- Demonstrate the functions of FCAW power sources, electrical parameters, output characteristics and auxiliary controls.
- Describe the criteria for visual inspection of FCAW weldments.
- Demonstrate Oxy Fuel Cutting and Plasma Arc Cutting principles of operation.
- Interpret blueprints and specifications.

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Gas Metal Arc Welding (CA)

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>HLTH 120</td>
<td>Adult CPR And First Aid</td>
<td>1</td>
</tr>
<tr>
<td>WELD 102</td>
<td>Introduction To Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 110</td>
<td>Welding Blueprint Reading</td>
<td>5</td>
</tr>
<tr>
<td>WELD 142</td>
<td>Flux Core Arc Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 143</td>
<td>Flux Core Arc Fabrication</td>
<td>6</td>
</tr>
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<td>Total Credits/Units</td>
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<td>24</td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate Welding Technology principles of operation, terms and safe practices related to Gas Metal Arc Welding (GMAW) and cutting processes.
- Explain the use of GMAW electrodes.
- Describe the functions of GMAW power sources, electrical parameters, output characteristics and auxiliary controls.
- Describe the criteria for visual inspection of GMAW weldments.
- Demonstrate Oxy/fuel Cutting and Plasma Arc Cutting principles of operation.
- Interpret blueprints and specifications.

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Gas Tungsten Arc Welding (CA)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

<table>
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<tr>
<th>Code</th>
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<tr>
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<td>WELD 141</td>
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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate Welding Technology principles of operation, terminology and safe practices related to Flux Core Arc Welding (FCAW) and cutting processes.
- Explain the use of FCAW electrodes.
- Demonstrate the functions of FCAW power sources, electrical parameters, output characteristics and auxiliary controls.
- Describe the criteria for visual inspection of FCAW weldments.
- Demonstrate Oxy Fuel Cutting and Plasma Arc Cutting principles of operation.
- Interpret blueprints and specifications.

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<td>HLTH 120</td>
<td>Adult CPR And First Aid</td>
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</tr>
<tr>
<td>WELD 102</td>
<td>Introduction To Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 110</td>
<td>Welding Blueprint Reading</td>
<td>5</td>
</tr>
<tr>
<td>WELD 240</td>
<td>Gas Tungsten Arc Welding</td>
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<tr>
<td>WELD 241</td>
<td>Gas Metal Arc Fabrication</td>
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<td><strong>Total Credits/Units</strong></td>
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</tbody>
</table>

**Program Outcomes**

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Demonstrate Welding Technology principles of operation, terms and safe practices related to Shielded Metal Arc Welding (SMAW) and cutting processes.
- Explain the use of SMAW electrodes.
- Describe the functions of SMAW power sources, electrical parameters, output characteristics and auxiliary controls.
- Describe the criteria for visual inspection of SMAW weldments.
- Demonstrate Plasma Arc Welding and Plasma Arc Cutting principles of operation.
- Interpret blueprints and specifications.

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**Shielded Metal Arc Welding (CA)**

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<table>
<thead>
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<th>Code</th>
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<td>HLTH 120</td>
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</tr>
<tr>
<td>WELD 102</td>
<td>Introduction To Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 110</td>
<td>Welding Blueprint Reading</td>
<td>5</td>
</tr>
<tr>
<td>WELD 144</td>
<td>Shielded Metal Arc Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 145</td>
<td>Shielded Metal Arc Fabrication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits/Units</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
WELD 241 Gas Metal Arc Fabrication 6

| Total Credits/Units | 71 |

To learn more about this program’s employment outlook, approximate cost and potential careers, please visit the Gainful Employment Program Information page (http://www.clark.edu/academics/catalog/gainful-employment/814B/Gedt.html).

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate proficiency with basic shop drawings through assessments and sketching exercises. Identify and explain multi-view drawings, drawing line conventions, title blocks, bill of materials, dimensions and tolerances. Demonstrate the use and interpretation of welding symbols under AWS A2.4 standards, as they pertain to weld joint geometry.
- Demonstrate the ability to safely use all metal working shop equipment and perform safety inspections of said equipment.
- Demonstrate the ability to successfully weld and understand the processes and equipment used in manual and semi-automatic welding.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to FCAW & GMAW welding and cutting processes. Understand and explain the use of specialty wire feed equipment. Apply FCAW/GMAW in out of position welding. Describe the criteria for visual inspection of FCAW/GMAW weldments. Apply OFC and PAC principles of operation to weld assignments.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to FCAW welding and cutting processes. Understand and explain the use of FCAW electrodes. Describe the functions of FCAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of FCAW weldments. Describe OFC, PAC and CAG-A principles of operation.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to GMAW welding and cutting processes. Understand and explain the use of GTAW principles of operation, terms and safe practices related to FCAW & GMAW welding and cutting processes. Understand and explain the use of OFC, PAW and PAC principles of operation. Describe the functions of GTAW power sources, electrical sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of GTAW weldments. Identify, select and proper use of layout tools.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to OFC, CAC-A and SMAW welding and cutting processes. Understand and explain the use of wire and cutting processes. Understand and explain the use of SMAW electrodes. Describe the functions of SMAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of SMAW weldments. Identify, select and proper use of layout tools.
- Obtain or work towards AWS certifications in multiple processes. Enhance skills in FCAW, SMAW, GTAW, OFC, GMAW, SAW, OFC, PAC and OFC, PAW and OFC welding and cutting processes.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to OFC, PAW and GTAW welding and cutting processes. Understand and explain the use of GTAW electrodes. Describe the functions of GTAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of GTAW weldments. Identify, select and proper use of layout tools.
- Recognize and respond to emergencies effectively. Assess a victim(s) condition and determine proper care. Administer rescue breathing and CPR to adults. Identify injury prevention strategies. Assess a victim(s) condition and preform appropriate first aid. Determine the appropriate and proper response to situational questions and select the best answer.
- Recognize the many types of metals and their use. Write and speak clearly about the characteristics of metals. Define and use metallurgical terminology on tests, for written and/or oral reports and during individual and group presentations. Analyze lab results and understand their close relationship to everyday living. Apply metallurgical knowledge to welding and machining metals as well-as other trade uses. Assess the value of metals in everyday use.

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Welding Technologies (AAT)

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Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Recognize and respond to emergencies effectively. Assess a victim(s) condition and determine proper care. Administer rescue breathing and CPR to adults. Identify injury prevention strategies. Assess a victim(s) condition and preform appropriate first aid. Determine the appropriate and proper response to situational questions and select the best answer.
- Demonstrate the ability to safely use all metal working shop equipment and perform safety inspections of said equipment.
- Demonstrate the ability to safely use all metal working shop equipment and understand the processes and equipment used in manual and semi-automatic welding.
- Demonstrate proficiency with basic shop drawings through assessments and sketching exercises. Identify and explain multi-view drawings, drawing line conventions, title blocks, bill of materials, dimensions and tolerances. Demonstrate the use and interpretation of welding symbols under AWS A2.4 standards, as they pertain to weld joint geometry.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to GMAW welding and cutting processes. Understand and explain the use of GMAW electrodes. Describe the functions of GMAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of GMAW weldments. Describe OFC and PAC principles of operation.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to GMAW welding and cutting processes. Understand and explain the use of FCAW electrodes. Describe the functions of FCAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of FCAW weldments. Describe OFC and PAC principles of operation.
- Obtain or work towards AWS certifications in multiple process. Enhance skills in FCAW, SMAW, GTAW, GMAW, SAW, PAC and Oxy/fuel cutting processes.
- Identify and use Welding Technology principles of operation, terms and safe practices related to OFC, PAC and CAG-A principles of operation.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to OFC, PAC and CAG-A principles of operation.
- Identify and describe Welding Technology principles of operation, terms and safe practices related to OFC, PAC and CAG-A principles of operation.
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</tr>
<tr>
<td>WELD 110</td>
<td>Welding Blueprint Reading</td>
<td>5</td>
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<tr>
<td>WELD 140</td>
<td>Gas Metal Arc Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 141</td>
<td>Gas Metal Arc Fabrication</td>
<td>6</td>
</tr>
<tr>
<td>WELD 142</td>
<td>Flux Core Arc Welding</td>
<td>6</td>
</tr>
<tr>
<td>WELD 143</td>
<td>Flux Core Arc Fabrication</td>
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<tr>
<td>WELD 144</td>
<td>Shielded Metal Arc Welding</td>
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</tr>
<tr>
<td>WELD 145</td>
<td>Shielded Metal Arc Fabrication</td>
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</tr>
<tr>
<td>WELD 156</td>
<td>Welding Certification</td>
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<tr>
<td>WELD 240</td>
<td>Gas Tungsten Arc Welding</td>
<td>6</td>
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<tr>
<td>WELD 241</td>
<td>Gas Metal Arc Fabrication</td>
<td>6</td>
</tr>
<tr>
<td>WELD 242</td>
<td>Advanced Wire Feed Welding</td>
<td>6</td>
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<td>WELD 243</td>
<td>Advanced Wire Feed Fabrication</td>
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<tr>
<td>WELD 244</td>
<td>Advanced Gas Tungsten Arc Welding</td>
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<td>WELD 245</td>
<td>Advanced Gas Tungsten Arc Fabrication</td>
<td>6</td>
</tr>
<tr>
<td>MACH 235</td>
<td>Elementary Metallurgy</td>
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</tr>
<tr>
<td>MACH 236</td>
<td>Elementary Metallurgy Lab</td>
<td>2</td>
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</table>

Total Credits/Units: 105
Describe the functions of GTAW power sources, electrical parameters, output characteristics and auxiliary controls. Describe the criteria for visual inspection of GTAW weldments. Describe PAW and PAC principles of operation.

- Recognize the many types of metals and their use. Write and speak clearly about the characteristics of metals. Define and use metallurgical terminology on tests, for written and/or oral reports and during individual and group presentations. Analyze lab results and understand their close relationship to everyday living. Apply metallurgical knowledge to welding and machining metals as-well-as other trade uses. Assess the value of metals in everyday use.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
WOMEN'S STUDIES

Women's Studies is an interdisciplinary field that identifies gender as one of the central organizing principles of human experience. Grounded in feminist theory and centered around feminist scholarship, Women's Studies confronts and challenges institutional, individual and ideological systems of power, privilege and inequity. Women's Studies analyzes socially constructed power imbalances based on gender, race, class, sexual identity, ability, age and other differences, allowing students profound insights into the origins of their own experience.

Because Women's Studies seeks to understand how our gendered experience affects every aspect of our lives, course topics may include: gender socialization, family, work, politics, health, sexuality, body image, violence, spirituality, art and culture. We may also discuss feminists' roles in social justice movements of the past as well as current and future trends in scholarship and activism.

Since other aspects of identity influence how individuals understand gender, we can't assume we all share the same experiences. Women's Studies creates opportunities to understand how and why we assign value to our differences and suggests strategies for resisting the power imbalances that result. By acknowledging that we don't have to be the same to be equal, Women's Studies provides a platform for exploring our differences as a potential source of strength rather than only a source of conflict. Students are encouraged to explore their relationship to individual and institutional power and to make visible the social and political forces at work. What advantages and obstacles do we each experience as a result of our socially constructed identities? Whose experience is understood as "normal" and why might it matter? What individual and communal action can we take?

Women's Studies students learn new and exciting ways to interpret the world around them, and their place within it. Most students find that their worldview undergoes profound changes as a result of taking a Women's Studies class. What new things will you notice?

Are you ready to:
• Think critically
• View popular culture in ways you've never imagined
• Gain a new self-awareness
• Transform your interpersonal relationships
• Confront our shared legacy of privilege and oppression
• Take action!

If so, Women's Studies at Clark College is ready to help you take that next step...

• Women's Studies (AC) (p. 112)

Women's Studies (AC)

For students who want expertise in women's issues, this Academic Concentration may be earned along with a regular A.A. degree, and will be awarded upon graduation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 101</td>
<td>Introduction To Women's Studies</td>
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</table>

Core Courses ¹

WS 201 Women Across Cultures 5
WS 220 Race, Class, Gender And Sexuality 5

Electives 9-11

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 250</td>
<td>Women Artists Through History</td>
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<tr>
<td>ENGL 175</td>
<td>Introduction To LGBTQ Studies</td>
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<td>ENGL 240</td>
<td>Literature By Women</td>
</tr>
<tr>
<td>ENGL 243</td>
<td>Queer Literature</td>
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<tr>
<td>HIST 215</td>
<td>Women In US History</td>
</tr>
<tr>
<td>HIST 251</td>
<td>Women In World History I</td>
</tr>
<tr>
<td>HIST 252</td>
<td>Women In World History II</td>
</tr>
<tr>
<td>HLTH 207</td>
<td>Women's Health</td>
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<tr>
<td>SOC 230</td>
<td>Domestic Violence</td>
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<tr>
<td>WS 210</td>
<td>Women, Arts, and Culture</td>
</tr>
<tr>
<td>WS 225</td>
<td>Racism &amp; White Privilege In The U.S.</td>
</tr>
<tr>
<td>WS 280</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>WS 290</td>
<td>Special Projects</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED 24-26

¹ Core courses must be completed with a grade of "C" or better.
² At least three elective credits/units must be WS prefix courses

Program Outcomes

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

• Describe foundational concepts in Women's Studies such as: the personal is political; the waves of feminism; the diversity of women's experiences; the difference between sex and gender; the history of feminist activism for social justice; and, women's contributions to culture, politics, history, etc.
• Explain the social construction of identity and difference, analyzing power, privilege and inequality from feminist theoretical perspectives, distinguishing the intersections between gender and other social and cultural identities, such as race, sex, class, ethnicity, national origin, religion, class, ability and sexuality, and locating oneself within the hierarchy of identities.
• Analyze institutional, ideological, and individual components that maintain or challenge systems of oppression in contemporary U.S. society and throughout the world.

Program maps are a suggested academic plan and should not be used in the place of regular academic advising appointments. Your student entry method, placement, course availability, and program requirements are subject to change and transfer credit(s) may change your map/plan.

To view the current suggested map for your program please visit our website http://www.clark.edu/academics/programs/program-maps/
WORLD LANGUAGES

Language proficiency is an important skill for more and more Americans who must compete professionally in a global economy. It is a marketable skill in such diverse fields as medicine, government, science, technology, banking, trade, industry, communications, teaching, and social work. Clark College language students apply their skills not only to employment but also to upper-division transfer studies at four-year universities.

Classes emphasize learning strategies that are necessary to communicate in the real world. Language clubs provide active support and opportunities for using the language ranging from film series and round-table discussion groups to field trips and cultural presentations.

Program Options

Students who intend to major in a world language at a four-year institution should consider two years of study in one language. Clark offers two-year programs (elementary, intermediate) in the following areas:

- Spanish
- Japanese
- American Sign Language

Summer Study Abroad for Language Students

The departments provide the following language and cultural opportunities:

- French Study Abroad opportunity
- German immersion/study every summer with the German Studies in Berlin program
- Spanish immersion/study at the University of Valladolid in Valladolid, Spain
- Japanese immersion/study at Tokyo Institute of Japanese in Tokyo and visiting Kyoto and Joyo

Other Study Abroad

Clark College is a member of the Washington Community College Consortium for Study Abroad (WCCCSA), which offers term-long programs in London, England; Paris, France; Florence, Italy; and Alajuela, Costa Rica. Contact an advisor in the International Center for more information.

- American Sign Language (AC) (p. 113)

American Sign Language (AC)

Academic Plans, known as programs, include an overview description and a summary of program requirements. You can search the online catalog via the Academic Plan links on the right for a desired program or a specific course information.

For students who want expertise in American Sign Language, this Academic Concentration may be earned along with a regular AA degree, and will be awarded upon graduation.
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- Accounting (ACCT) (p. 115)
- Addiction Counselor Education (ACED) (p. 116)
- Allied Health (AH) (https://catalog.clark.edu/course-descriptions/ah/)
- American Sign Language (ASL) (p. 118)
- Anthropology (ANTH) (p. 119)
- Art (ART) (p. 120)
- Astronomy (ASTR) (p. 124)
- Automotive Technology (AUTO) (p. 125)

B
- BAS Applied Management (BASAM) (p. 129)
- BAS Human Services (BASHS) (p. 131)
- Biology (BIOL) (p. 132)
- Business Administration (BUS) (p. 135)

C
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- College and Academic Preparation (CAP) (p. 139)
- College Preparation (COLL) (p. 144)
- Communication Studies (CMST) (p. 145)
- Computer Aided Design and Drafting Technology (CADD) (p. 146)
- Computer Science & Engineering (CSE) (p. 148)
- Computer Technology (CTEC) (p. 149)
- Cuisine (CUIS) (p. 152)

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- Drama (DRMA) (p. 160)

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- Early Childhood Education (ECED) (p. 163)
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- English (ENGL) (p. 169)
- English as a Second Language (ESL) (p. 173)
- Environmental Science (ENVS) (p. 175)

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- Geology (GEOL) (p. 178)

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- Management (MGMT) (p. 197)
- Mathematics (MATH) (p. 199)
- Mechatronics (MTX) (p. 202)
- Medical Assisting (MA) (https://catalog.clark.edu/course-descriptions/ma/)
- Meteorology (METR) (p. 206)
- Music (MUSC) (p. 207)

N
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P
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S
- Sociology (SOC) (p. 241)
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T
- Tutoring (TUTR) (p. 245)

W
- Welding (WELD) (p. 246)
- Women's Studies (WS) (p. 248)
ACCOUNTING (ACCT)

Basic Accounting Procedures
ACCT 129  5 Credits/Units
5 hours of lecture
Introduction to the fundamental bookkeeping functions of the double-entry accounting process to prepare financial information for a business or organization. Topics include the basic accounting equation, preparation of business and financial transactions, journalizing, posting, making adjustments, preparing the worksheet, and preparing financial statements from the worksheet. Covered also is the accounting for a merchandising business. Topics include the valuation of inventories, depreciation, tax reports, payroll accounting, and the preparation of financial statements and special journals.

Accounting Applications
ACCT 136  3 Credits/Units
3 hours of lecture
Accounting procedures applied to business simulations. Includes payroll, depreciation of fixed assets, budgeting, maintaining sales and purchase records and preparing financial statements. [GE]

ACCT Electives
ACCT 800  1-99 Credits/Units
This course is used for transfer credit only. General electives

ACCT Electives
ACCT 900  1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies.

Principles Of Accounting I (CCN)
ACCT& 201  5 Credits/Units
5 hours of lecture
Accounting theory and practice including the entire accounting cycle and accounting for merchandising operations, receivables, current liabilities, and payroll. [SE]

Principles Of Accounting II
ACCT& 202  5 Credits/Units
5 hours of lecture
Continuation of ACCT& 201 with emphasis on payroll, partnership and corporation accounting, statement of cash flow, analysis and interpretation of financial statements, plant assets, depreciation, time value of money, long-term liabilities, and investments. [SE]

Principles Of Accounting III
ACCT& 203  5 Credits/Units
5 hours of lecture
Continuation of ACCT& 201 with emphasis on responsibility and departmental accounting, manufacturing operations, cost accounting, budgeting and standard costs, cost-volume-profit analysis, incremental analysis and capital budgeting. [SE]
## ADDICTION COUNSELOR EDUCATION (ACED)

### Survey Of Addictionology
**ACED 101**
- 3 Credits/Units
- 3 hours of lecture
- Biological, psychological, and sociological theories of the use of major drugs of abuse, as well as addictive behaviors. Explores the distinction between use, abuse and addiction. For majors and non-majors. [GE, HR, SE, SS]

### Introduction To Addictions Counseling Skills
**ACED 122**
- 3 Credits/Units
- 3 hours of lecture
- Application of basic counseling theories, including relapse prevention, to an addiction client population. Group, individual and family counseling. Other cultures also addressed. [GE]

### Group Counseling In Addictions
**ACED 125**
- 3 Credits/Units
- 3 hours of lecture
- Use of group process for modifying individual attitudes and actions. Application of group counseling theories to an addiction client population. [GE]

### Introduction To Counseling Family Members
**ACED 132**
- 3 Credits/Units
- 3 hours of lecture
- Knowledge and skills for working with significant persons in the addicted client's environment. Emphasis on counseling immediate family members. [GE]

### Law And Ethics In Addictions Counseling
**ACED 136**
- 3 Credits/Units
- 3 hours of lecture
- Examination of state and federal laws governing the addictions field, including the Washington Administrative Code for CDP's. Legal and ethical duties in the client-counselor relationship. [GE]

### Addictions And Mental Illness
**ACED 137**
- 3 Credits/Units
- 3 hours of lecture
- Differential and dual diagnosis. Use of current edition of Diagnostic and Statistical Manual. Referral and networking with mental health professionals; relapse prevention techniques; screening that includes comorbidity. [GE]

### Prevention And Education In The Community
**ACED 138**
- 3 Credits/Units
- 3 hours of lecture
- Application of the Public Health and Social Development models to prevention activities. Knowledge of community resources in developing community education and prevention programs. [GE]

### Pharmacology Of Drugs Of Abuse
**ACED 160**
- 3 Credits/Units
- 3 hours of lecture
- Pharmacological effects of alcohol and drugs on the human body and mind. [GE]

### Adolescent Addiction Assessment & Treatment
**ACED 164**
- 3 Credits/Units
- 3 hours of lecture
- An examination of adolescent development and the detrimental impact of addiction on youth development. The assessment process and treatment modalities for adolescents are presented. [GE]

### Air- And Blood-Borne Pathogens
**ACED 170**
- 3 Credits/Units
- 3 hours of lecture
- Skills to reduce impact of air- and blood-borne pathogens on addiction clients. HIV/AIDS, pathogen, and suicidality brief risk intervention for the addiction client population. Community resources available to clients. [GE]

### Theories Of Counseling
**ACED 201**
- 3 Credits/Units
- 3 hours of lecture
- Introduces the major counseling theories and techniques focusing on individual counseling within a Human Services framework. Students are encouraged to develop a counseling orientation based on these theories which include their own personal and professional ethical orientation. For majors and non-majors. [GE, HR]

### Multi-Cultural Addictions Counseling
**ACED 202**
- 3 Credits/Units
- 3 hours of lecture
- Culturally learned assumptions that shape a counseling interview. Culture as the heart of any counseling relationship. The impact of culture on treatment planning with an addiction client population. [GE]

### Case Management In Addiction Medicine
**ACED 203**
- 3 Credits/Units
- 3 hours of lecture
- Requirements for managing cases in treatment clinics: treatment and aftercare plans, notes, testing, preparation of accurate reports and other documents, confidentiality, and advocacy. ASAM criteria and treatment. [GE]

### Advanced Techniques For Addiction Counsel
**ACED 205**
- 3 Credits/Units
- 3 hours of lecture
- Development of skills needed to establish and maintain effective helping relationships with clients. Integration of relapse prevention counseling in treatment. [GE]

### Field Placement I
**ACED 210**
- 1-6 Credits/Units
- 18 hours of clinical
- Ten or twenty hours weekly of on-the-job supervised experience applying counseling theories and practiced. Addiction Counselor Competencies are used as a framework for assessment. [GE]

### Field Placement II
**ACED 211**
- 1-6 Credits/Units
- 18 hours of clinical
- Ten or twenty hours weekly of on-the-job supervised experience applying counseling theories and practices. Addiction Counselor Competencies will be used as a framework for assessment. [GE]

### Selected Topics
**ACED 280**
- 1-3 Credits/Units
- 3 hours of lecture
- Special topics in chemical dependence as listed in the term class schedule. May be repeated for credit. [GE]
<table>
<thead>
<tr>
<th>Special Projects</th>
<th>Electives</th>
</tr>
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<tbody>
<tr>
<td>ACED 290</td>
<td>1-5 Credits/Units</td>
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<tr>
<td>5 hours of lecture</td>
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<tr>
<td>Opportunity to plan, organize, and complete special projects approved by the Instructional Unit. [GE]</td>
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<thead>
<tr>
<th>ACED Electives</th>
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<tr>
<td>ACED 800</td>
<td>1-99 Credits/Units</td>
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<tbody>
<tr>
<td>ACED 900</td>
<td>1-99 Credits/Units</td>
</tr>
<tr>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
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</tbody>
</table>
AMERICAN SIGN LANGUAGE
(ASL)

American Deaf Culture
ASL 125
5 Credits/Units
5 hours of lecture
This course will focus on topics in the culture of deaf people including studies of their beliefs, practices and language. [HA]

Selected Topics
ASL 280
1-3 Credits/Units
3 hours of lecture
Course focuses on selected topics in American Sign Language. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE][PNP]

Special Projects
ASL 290
1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

ASL Electives
ASL 800
1-99 Credits/Units
This course is used for transfer credit only. General electives

ASL 900
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

ASL Electives
ASL 930
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies (A list humanities).

Am Sign Language I
ASL 121
5 Credits/Units
5 hours of lecture
Introduction to American Sign Language emphasizing instruction and practice in expressive and receptive ASL skills. Focus on basic vocabulary, grammar, and cultural aspects of the deaf community. [SE, HA]

Am Sign Language II
ASL 122
5 Credits/Units
5 hours of lecture
Prerequisite: ASL 121 or consent of the instructor.
Continuation of ASL I, developing skills for the student with a basic knowledge of ASL. Focus on grammar, idioms, vocabulary building, culture and language. [SE, HA]

Am Sign Language III
ASL 123
5 Credits/Units
5 hours of lecture
Prerequisite: ASL 122 or consent of the instructor.
Continuation of ASL II, developing grammar and vocabulary skills, with emphasis on students expressive and receptive skills. Topics include abstract concepts of language and the deaf culture’s values, attitudes, and community. [SE, HA]

Am Sign Language IV
ASL 221
5 Credits/Units
5 hours of lecture
First of the second-year sequence in studying the language of Deaf Americans. Topics include developing receptive and expressive skill and fluency; correct formation of signs, movement, rhythm, phrasing and clarity; vocabulary building; developing proficiency in ASL grammar. Students will develop a respect for ASL as a language, including acceptance and appreciation of its diverse regional and personal applications within its culture. [SE, HA]

Am Sign Language V
ASL 222
5 Credits/Units
5 hours of lecture
Second of second-year sequence in studying the language of Deaf Americans. Topics include developing receptive and expressive skills in dialogue; applying ASL informal discourse styles; vocabulary building; developing proficiency in ASL grammar for recreation, social services, government and the workplace. Students will develop a respect for ASL as a language, including acceptance and appreciation of its diverse regional and personal applications within its culture. [SE, HA]

Am Sign Language VI
ASL 223
5 Credits/Units
5 hours of lecture
Third of second-year sequence in studying the language of Deaf Americans. Continuing development of receptive and expressive skills and fluency. Emphasis on increasing vocabulary, classifier, phrases and grammatical usage with a decrease dependency on English syntax structure. Students will be able to initiate and converse in topics such as technical fields of work, college level academic subjects, politics, and religion with consistent grammatical accuracy with native ASL users. [SE, HA]
## ANTHROPOLOGY (ANTH)

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>3 hours of lecture</td>
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<tr>
<td>Varying topics for anthropology as listed in the term class schedule. May be repeated for credit. [GE, SE]</td>
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</table>

<table>
<thead>
<tr>
<th>Special Projects</th>
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<tbody>
<tr>
<td>ANTH 290</td>
<td>1-5 Credits/Units</td>
</tr>
<tr>
<td>5 hours of lecture</td>
<td></td>
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<tr>
<td>Opportunity to plan, organize, and complete special projects approved by the department. [GE, SE]</td>
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<td>ANTH 900</td>
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### Introduction To Archaeology

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<tbody>
<tr>
<td>5 hours of lecture</td>
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<tr>
<td>Study of ancient and prehistoric cultures of the world. Introduction to theories and techniques of archaeological investigation. [SE, SS]</td>
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### Introduction To Cultural Anthropology

<table>
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<tr>
<th>ANTH&amp; 206</th>
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</thead>
<tbody>
<tr>
<td>5 hours of lecture</td>
<td></td>
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<tr>
<td>The concept of culture, a study of cultures directed toward a broad understanding of how people view their world, cope with their environments, and organize their lives. [SE, SS]</td>
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</table>

### Bioanthropology W/Lab

<table>
<thead>
<tr>
<th>ANTH&amp; 215</th>
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<tbody>
<tr>
<td>4 hours of lecture / 2 hours of lab</td>
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</tr>
<tr>
<td>The biological study of human beings and primates, past and present: human genetics, biological adaptation and variation, evolutionary principles, the primate order, human origins, and applied biological anthropology. Fulfills social science or laboratory science (lab) distribution credit. [SE, SS, NS]</td>
<td></td>
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</table>

### Primatology

<table>
<thead>
<tr>
<th>ANTH&amp; 245</th>
<th>5 Credits/Units</th>
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<tbody>
<tr>
<td>5 hours of lecture</td>
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<tr>
<td>Reviews current understandings of behavioral and biological diversity in the Primate order. Focus is on living primates and how they are distributed across the globe, the major biological differences between primate groups and what field and captive research has discovered regarding the range of social behaviors, group patterns, foods, communication systems and cognitive abilities they display. Students practice basic research techniques used to study primate behavior in the wild and examine the major challenges faced by modern conservation efforts in protecting wild primate habitats. [NS, SE]</td>
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**ART (ART)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Art And Design</td>
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<tr>
<td>ART 103</td>
<td>Drawing</td>
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<td>ART 104</td>
<td>Observational Drawing</td>
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<td>ART 105</td>
<td>Contemporary Drawing Practices</td>
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<td>ART 106</td>
<td>Creativity And Concept</td>
<td>3</td>
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<td>ART 107</td>
<td>Three-Dimensional Design</td>
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<td>ART 108</td>
<td>Time-Based Art And Design</td>
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<td>ART 110</td>
<td>2D Art</td>
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<tr>
<td>ART 111</td>
<td>3D Art</td>
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<tr>
<td>ART 112</td>
<td>Printmaking</td>
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<tr>
<td>ART 113</td>
<td>Photography</td>
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<td>ART 114</td>
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<td>ART 115</td>
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<td>ART 116</td>
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<td>ART 117</td>
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<td>ART 118</td>
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<td>ART 119</td>
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<td>ART 120</td>
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<td>ART 121</td>
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<td>ART 122</td>
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<td>ART 123</td>
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<td>ART 124</td>
<td>Photography</td>
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<tr>
<td>ART 125</td>
<td>Photography</td>
<td>5</td>
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2 hours of lecture / 4 hours of lab
Introduction to basic materials, editions concepts in the different types of printmaking. Explores various techniques including screen printing, relief printing various photo-sensitive print processes. Stencils will be created through both hand drawn digitally generated artwork. This is an introductory, no prerequisite class, but it will build on some drawing and design skills. [GE,SE,HB][PNP]

2 hours of lecture / 2 hours of lab
Builds on the skills learned in ART 120, Introduction to Printmaking and will refine handling of basic materials, editions concepts in the different types of printmaking. Students will continue to explore various techniques including screen printing, monoprinting, relief printing various photo-sensitive print processes. Students are welcome to choose an area of focus within different printing disciplines. Stencils will be created through both hand drawn digitally generated artwork. [GE,SE,HB][PNP]

2 hours of lecture / 2 hours of lab
Builds on the skills learned in ART 110 and ART 111, Introduction to Printmaking and Printmaking II and will refine handling of basic materials, editions concepts in the different types of printmaking. Students will continue to explore various techniques including screen printing, monoprinting, relief printing various photo-sensitive print processes. Student projects are more self-directed and independent in this third class of the Printmaking sequence. Stencils will be created through both hand drawn digitally generated artwork. [HB,GE,SE]

3 hours of lecture / 4 hours of lab
Basic camera handling of both digital and 35mm Single Lens Reflex (SLR) cameras including metering and exposure. Film processing, printing, and darkroom procedures will be taught, as well as basic digital workflow. Special emphasis on the elements of photographic composition design, ethical issues, aesthetic vocabulary, and the study of how images communicate. [HB,GE,SE][PNP]

Continuation of ART 123. Particular emphasis on self-expression, series, sequence, and narrative. Special topics vary from quarter to quarter, but may include medium and large format photography, various image transfer techniques, liquid photographic emulsions, studio lighting, and advanced digital editing. Practice small group discussion to demonstrate visual literacy and develop media specific vocabulary. [HB,GE,SE][PNP]

Continuation of ART 124. Opportunities to develop additional technical skill and continued exploration of self-expression. Projects are more self-directed and independent in this third class of Photography sequence. [HB,GE,SE][PNP]
Photographic Storytelling
ART 131 3 Credits/Units
2 hours of lecture / 2 hours of lab
Introduction to photographic storytelling. Topics include: examining historical use of the medium, analysis of narrative photographic genres, and the creation of a personal photographic essay. Emphasis placed on seeing photographically and creating narrative. Includes field trip. Appropriate for non-majors and beginning photo students. Previous camera experience helpful, but not required. Student must provide digital camera. [HA,SE]

Art Appreciation
ART 151 3 Credits/Units
3 hours of lecture
The visual arts with which we come in contact every day. Ways contemporary and historic creative expression influence present day living and thinking. Personal contact with many art forms. Some hands-on experience. Especially for non-majors. [HA,SE]

Graphic Design Exploration
ART 172 3 Credits/Units
2 hours of lecture / 2 hours of lab
Theoretical survey of Graphic Design and its cultural and historical context. Intended for both non-majors and pre-majors; focus on how Graphic Design functions as a mode of visual communication and its role in society, as well as exploring Graphic Design as a possible career. [HA,SE]

Graphic Design Studio I
ART 173 4 Credits/Units
2 hours of lecture / 4 hours of lab
The first in a sequence of three applied graphic design studio courses. Introduction to the elements and principles of graphic design and the design process through a series of hands-on projects stressing visual literacy, unity of form and utilizing common tools of the trade, including computers. [HB,SE]

Typeface
ART 174 3 Credits/Units
2 hours of lecture / 2 hours of lab
An introduction to the art and craft of designing and arranging type as applied to graphic design practice. Topics include the anatomy and nomenclature of letterforms, the history and classification of typefaces, choosing and combining fonts, and the creation of original letterform designs. [HB,SE]

Ceramics I
ART 180 5 Credits/Units
3 hours of lecture / 4 hours of lab
Working with clay. Hand-building techniques of pinch, coil, slab and press mold. Introduction to the potter's wheel. Basic glazing techniques. [HB,SE] [PNP]

Ceramics II
ART 181 5 Credits/Units
3 hours of lecture / 4 hours of lab
Potter's wheel techniques of centering and throwing a variety of shapes, attaching handles and spouts, and fitting lids. Optional advanced hand-building assignments offered. Introduction to kiln stacking and firing. [HB,SE] [PNP]

Ceramics III
ART 182 5 Credits/Units
3 hours of lecture / 4 hours of lab
Combining hand and wheel techniques to create original pieces as sculpture or for specific functions. Mold making, slip casting, underglazing, and kiln firing. [HB,SE] [PNP]

Metal Arts I
ART 189 4 Credits/Units
2 hours of lecture / 4 hours of lab
Aesthetic expression within the context of applied design using metal. Design and technical skills will be equally emphasized. Fabrication and design of jewelry and other objects of metal. History of the fabrication of metal objects in other cultures. [HB,SE] [PNP]

Metal Arts II
ART 190 4 Credits/Units
2 hours of lecture / 4 hours of lab
Continuation of ART 189. Design and technical skills in the raising and forming of metal vessels Development of metal arts in Europe from the Middle Ages to the present. [HB,SE] [PNP]

Metal Arts III
ART 191 4 Credits/Units
2 hours of lecture / 4 hours of lab
Continuation of ART 190. Design and technical skills applied to casting and forging of metal objects. Overview of contemporary metal artists and their work. [HB,SE] [PNP]

Cooperative Work Experience
ART 199 1-5 Credits/Units
15 hours of clinical
Supervised work experience in art or photography. Completion of specific learning objectives and employer evaluation. [GE]

The Human Figure I
ART 203 4 Credits/Units
2 hours of lecture / 4 hours of lab
Working from the male and female form in a variety of drawing media. Emphasis on accurate seeing, measuring, and proportion of the human body in space. Classes include a nude model. [HB,SE]

The Human Figure II
ART 204 4 Credits/Units
2 hours of lecture / 4 hours of lab
Working from the male and female form in a variety of drawing media. Emphasis on expressive power and individual development. Classes include a nude model. [HB,SE]

Digital Painting & Illustration
ART 208 4 Credits/Units
2 hours of lecture / 4 hours of lab
Developing digital illustration skills by using Adobe Illustrator and Photoshop software, as well as some traditional media, with a focus on developing a personal voice, and exploring various styles and techniques. Activities include a series of hands-on creative projects. Intended for the student with some previous Adobe experience. [HB,SE]
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits/Units</th>
<th>Hours of Lecture/Lab</th>
<th>Topics and Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 220</td>
<td>Survey of visual arts and architecture of Ancient to Late Antique</td>
<td>5</td>
<td>5 hours</td>
<td>Survey of visual arts in the Mediterranean, the Near East, and in Northern Europe, covering the first arts of ancient humans through the Late Antique, 40,000 BCE-600 CE. Topics include why art and architecture exist and how they function in society; how religion, culture, artistic tradition, and patronage create, support, and influence art and architecture; how art and architecture achieve their effects, using materials, technique, style, and composition. [HA,SE]</td>
</tr>
<tr>
<td>ART 221</td>
<td>Survey of visual arts and architecture of Medieval-Renaissance</td>
<td>5</td>
<td>5 hours</td>
<td>Survey of visual arts and architecture of Early Medieval through Late Renaissance Europe, 500-1600 CE. Topics include why art and architecture exist and how they function in society; how religion, culture, artistic tradition, and patronage create, support, and influence art and architecture; how art and architecture achieve their effects, using materials, technique, style, and composition. [HA,SE]</td>
</tr>
<tr>
<td>ART 222</td>
<td>Survey of visual arts and architecture of Baroque-Modern</td>
<td>5</td>
<td>5 hours</td>
<td>Survey of the visual arts and architecture of Baroque through Modern Europe, ca. 1600-1914 CE. Topics include why art and architecture exist, and how they function in society; how religion, culture, artistic tradition, and patronage create, support, and influence art and architecture; how art and architecture achieve their effects, using materials, technique, style, and composition. [HA,SE]</td>
</tr>
<tr>
<td>ART 223</td>
<td>Survey of visual arts and architecture of 20th Century</td>
<td>5</td>
<td>5 hours</td>
<td>Survey of visual arts and architecture of the Modern and Postmodern periods and beyond. Topics include how art and architecture were influenced by rapidly changing technologies in Europe and the Americas; how artists use iconography, composition, materials, technique and style to achieve their effects; the impact of art criticism; and artists' reflections on contemporary events and ideologies. We also explore the role of race and gender in the business of art. [HA,SE]</td>
</tr>
<tr>
<td>ART 225</td>
<td>Survey of the visual arts and architecture of Asian Art</td>
<td>5</td>
<td>5 hours</td>
<td>Survey of the visual arts and architecture of India, China, and Japan. Topics include why art and architecture exist, and how they function in society; how religion, culture, artistic tradition, and patronage create, support, and influence art and architecture; how art and architecture achieve their effects, using materials, technique, style, and composition. [HA,SE]</td>
</tr>
<tr>
<td>ART 250</td>
<td>Historical survey exploring themes in women's art and challenges women artists faced as professionals within their respective cultures; in-depth study of women artists working in Western traditions.</td>
<td>5</td>
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<td>Historical survey exploring themes in women's art and challenges women artists faced as professionals within their respective cultures; in-depth study of women artists working in Western traditions. [HA,SE][PPI]</td>
</tr>
<tr>
<td>ART 258</td>
<td>Intermediate approach to principles and practice of painting through formal and conceptual study. Emphasis is on methods of abstraction and new modes of seeing using line, color, and pattern as expressive elements. Classes may include a nude model.</td>
<td>5</td>
<td>3 hours / 4 hours</td>
<td>Intermediate approach to principles and practice of painting through formal and conceptual study. Emphasis is on methods of abstraction and new modes of seeing using line, color, and pattern as expressive elements. Classes may include a nude model. [HB,SE]</td>
</tr>
<tr>
<td>ART 259</td>
<td>Advanced study in principles and practice of contemporary painting through the development of a body of work. Emphasis is on a focused independent practice including written artist statement and show proposals. Classes may include a nude model.</td>
<td>5</td>
<td>3 hours / 4 hours</td>
<td>Advanced study in principles and practice of contemporary painting through the development of a body of work. Emphasis is on a focused independent practice including written artist statement and show proposals. Classes may include a nude model. [HB,SE]</td>
</tr>
<tr>
<td>ART 260</td>
<td>Introduction to materials and methods of watercolor painting techniques. Topics include color theory, vocabulary, and composition; working in realistic and abstract styles. Activities include in-class critique and discussion.</td>
<td>4</td>
<td>2 hours / 4 hours</td>
<td>Introduction to materials and methods of watercolor painting techniques. Topics include color theory, vocabulary, and composition; working in realistic and abstract styles. Activities include in-class critique and discussion. [HB,SE]</td>
</tr>
<tr>
<td>ART 261</td>
<td>Intermediate level exploration of watercolor painting. Continued development of skills in color mixing and composition with an emphasis on fostering content and a personal creative voice through the material. Activities include in-class critique and discussion.</td>
<td>4</td>
<td>2 hours / 4 hours</td>
<td>Intermediate level exploration of watercolor painting. Continued development of skills in color mixing and composition with an emphasis on fostering content and a personal creative voice through the material. Activities include in-class critique and discussion. [HB,SE]</td>
</tr>
<tr>
<td>ART 262</td>
<td>Advanced level exploration of watercolor painting, with emphasis on developing one's own visual language through the material, experimentation and innovation with wet media and its expressive potential; student-initiated research and the creation of a unique body of work suitable for portfolio presentation. Activities include in-class critique and discussion.</td>
<td>4</td>
<td>2 hours / 4 hours</td>
<td>Advanced level exploration of watercolor painting, with emphasis on developing one's own visual language through the material, experimentation and innovation with wet media and its expressive potential; student-initiated research and the creation of a unique body of work suitable for portfolio presentation. Activities include in-class critique and discussion. [HB,SE]</td>
</tr>
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</table>
Publication Production

ART 270 1-9 Credits/Units
6 hours of lecture / 6 hours of lab
Design and production skills for publications, intended for Phoenix staff, graphic design students and others interested in the publications field. Topics include: Adobe InDesign for layout, preparing for printing, editing, proofing, creating promotional materials, working with printers, budgeting, managing the project and working with a team. Includes field trip. [HB,SE] [PNP]

Typography II

ART 271 5 Credits/Units
3 hours of lecture / 4 hours of lab
Continuation of ART 174 with a focus on typesetting as applied to the discipline of graphic design. Topics include technical exercises using Adobe InDesign and its typographic tools, a survey of various publication formats, an introduction to using grids and proportional systems for designing page layouts, analyzing and applying legibility and readability factors, and culminating in an individual book project with a heavy emphasis on conveying a unique voice. [HB,SE]

Graphic Design History

ART 272 5 Credits/Units
5 hours of lecture
A survey of influential individuals, artifacts, technologies and intellectual thought in graphic design from its origins to contemporary practice. Emphasis on the development of a visual vocabulary and providing historical and cultural context for design practice. [HA,SE] [PNP]

Graphic Design Studio II

ART 273 4 Credits/Units
2 hours of lecture / 4 hours of lab
The second in a sequence of three, analyze and apply the principles of visual communications to hands-on projects while considering strategic direction, consumer insights, and functional constraints for various types of graphic design disciplines such as persuasive design, packaging, branding and identity. Among others, revolving topics may include design for public service and working with clients. [HB,SE]

Graphic Design Studio III

ART 274 4 Credits/Units
2 hours of lecture / 4 hours of lab
The final in a sequence of three, focus on real-world design tasks and discussion of professional practices to prepare the student for employment and/or upper division coursework. Portfolio-quality graphic design work will be produced and may include a personal identity and self-promotional package. [HB,SE]

Selected Topics

ART 280 1-5 Credits/Units
5 hours of lecture
Course focuses on selected topics in art. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE,SE]

Special Projects

ART 290 1-6 Credits/Units
6 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE,HB]

ART Electives

ART 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

ART Electives

ART 930 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies (A list humanities).
# ASTRONOMY (ASTR)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>To</th>
<th>Astronomy</th>
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<tbody>
<tr>
<td>ASTR&amp; 101</td>
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<td>5 Credits/Units</td>
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4 hours of lecture / 2 hours of lab

Survey of astronomy designed primarily for non-science majors. Includes study of the sun, solar system, stellar evolution, galaxies and cosmology. Evening observation sessions required. [NS, SE]
AUTOMOTIVE TECHNOLOGY (AUTO)

Introduction to Toyota
AUTO 150 7 Credits/Units
2 hours of lecture / 10 hours of lab
Introduction to safety, service procedures and responsibilities as a Toyota automotive service professional. Focus on soft skills used in daily customer interactions, technical skills needed to be successful in the current Toyota dealership environment. Emphasis on performing Toyota minor, intermediate, and major maintenance operations. Acceptance into the T-Ten Program. [GE]

Toyota Electrical I
AUTO 151 7 Credits/Units
2 hours of lecture / 10 hours of lab
First of two courses introducing basic electrical properties, circuits and testing. Major focus on the proper use of the DVOM in voltage drop diagnosis with an introduction to chassis electrical systems operation and testing. This course is a prerequisite for all future Toyota courses. Acceptance and good standing in the T-Ten Program. [GE]

Toyota Electrical II
AUTO 152 7 Credits/Units
2 hours of lecture / 10 hours of lab
Second of two courses exploring electrical properties, circuits and testing. Major focus on the proper use of the DVOM in voltage drop diagnosis of multiplexed circuits used in Toyota vehicles with an introduction to computer controlled electrical systems operation and testing using a DSO. This course is a prerequisite for all future Toyota courses. Acceptance and good standing in the T-Ten Program. [GE]

Toyota Brakes
AUTO 153 7 Credits/Units
2 hours of lecture / 10 hours of lab
Theory and hands-on training in the operation, diagnostics, and service of Toyota vehicle braking systems. Initial focus on performing basic brake service procedures and diagnosis. Specific emphasis on the correct diagnostic strategies to locate and repair faults in ABS, VSC and VDIM systems. This course is a prerequisite for all future Toyota courses. Acceptance and good standing in the T-Ten Program. [GE]

Toyota Internship I
AUTO 154 8 Credits/Units
4 hours of lecture / 8 hours of lab
First managed internship experience in a Toyota/Lexus dealership, with focus on practicing skills learned throughout the first term of automotive instruction, including performing basic maintenance and diagnosing/repairing electrical and braking systems. Emphasis on developing strong customer-service and teamwork skills. Students required to document and share these experiences while working towards ASE and Toyota Certification. Acceptance and good standing in the T-Ten Program. [GE]

Toyota Engine Performance I
AUTO 155 7 Credits/Units
2 hours of lecture / 10 hours of lab
Theory and hands-on training in the operation, diagnosis, and service of Toyota vehicle steering and suspension systems. Initial focus on performing basic tire, suspension and steering service procedures and diagnosis. Specific emphasis on the correct diagnostic strategies to locate and repair faults in TPMS and EPS systems. This course is a prerequisite for all future Toyota courses. Acceptance and good standing in the T-Ten Program. [GE]

Toyota Engine Performance II
AUTO 156 7 Credits/Units
2 hours of lecture / 10 hours of lab
First of two courses on operation, inspection, diagnosis, service and repair of Toyota Engine Management Systems. Focus on the operation and testing of the internal combustion engine and engine-and-fuel management systems. Emphasis on ignition, fuel delivery, and computer input sensor diagnosis. Necessary knowledge of diagnostic strategies and tools used daily in the dealership to repair drivability-related and/or engine performance-related issues. Acceptance and good standing in the T-Ten Program.

Introduction To Dealership Operations
AUTO 160 7 Credits/Units
2 hours of lecture / 10 hours of lab
Introduction to safety, service procedures and responsibilities as a dealership automotive service professional. Initial focus will be soft skills used in daily customer interactions and will continue with technical skills needed to be successful in the current dealership environment. Finally, emphasis will be placed on performing minor, intermediate and major maintenance operations. Remain in good standing in the HiTECC Program.

Electrical I
AUTO 161 7 Credits/Units
2 hours of lecture / 10 hours of lab
Introduction to basic electrical properties, circuits and testing. Major focus will be placed on the proper use of the DVOM in voltage drop diagnosis. Will also offer an introduction to Chassis Electrical Systems operation and testing. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.

Electrical II
AUTO 162 7 Credits/Units
2 hours of lecture / 10 hours of lab
Second in a series exploring electrical properties, circuits and testing. Major focus will be placed on the proper use of the DVOM in voltage drop diagnosis of multiplexed circuits used in Toyota vehicles. Will also include an introduction to computer controlled electrical systems operation and testing using a DSO. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AUTO 171</td>
<td>Automotive Process</td>
<td>5</td>
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<tr>
<td>AUTO 164</td>
<td>Internship</td>
<td>8</td>
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<tr>
<td>AUTO 170</td>
<td>Undercar Service And Repair</td>
<td>7</td>
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<tr>
<td>AUTO 165</td>
<td>Steering And Suspension</td>
<td>7</td>
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<tr>
<td>AUTO 171</td>
<td>Mechanical Processes</td>
<td>5</td>
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<tr>
<td>AUTO 180</td>
<td>Professionalism in Automotive</td>
<td>5</td>
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<tr>
<td>AUTO 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
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<tr>
<td>AUTO 250</td>
<td>Toyota Climate Control</td>
<td>7</td>
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**Brakes**

*AUTO 163*  7 Credits/Units

2 hours of lecture / 10 hours of lab

Provides theory and hands-on training in the operation, diagnostics, and service of vehicle braking systems. Specific emphasis will be placed on the correct diagnostic strategies to locate and repair faults in ABS, VSC and VDIM systems. Initial focus will be placed on performing basic brake service procedures and diagnosis. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.

**Internship**

*AUTO 164*  8 Credits/Units

4 hours of lecture / 8 hours of lab

Provides students with a managed internship experience in an automotive dealership. Students will focus on practicing skills learned throughout their first term of automotive instruction, including performing basic maintenance and diagnosing/repairing electrical and braking systems. Students will be required to document and share these experiences as they work toward ASE Certification. Emphasis will also be placed on developing strong customer service and teamwork skills. Remain in good standing in the HiTECC Program.

**Steering And Suspension**

*AUTO 165*  7 Credits/Units

2 hours of lecture / 10 hours of lab

Provides theory and hands-on training in the operation, diagnosis, and service of vehicle steering and suspension systems with specific emphasis on the correct diagnostic strategies to locate and repair faults in TPMS and EPS systems. Initial focus will be placed on performing basic tire, suspension and steering service procedures and diagnosis. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.

**Engine Performance I**

*AUTO 166*  7 Credits/Units

2 hours of lecture / 10 hours of lab

Instruction related to the operation, diagnosis, service and repair of engine management systems. Initial focus is on the operation and testing of the internal combustion engine then progress to engine and fuel management systems. Emphasis will be placed on ignition, fuel delivery, and computer input sensor diagnosis. Students will gain necessary knowledge of diagnostic strategies and tools used daily in the dealership to repair drivability and/or engine performance related issues. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.

**Engine Performance II**

*AUTO 167*  7 Credits/Units

2 hours of lecture / 10 hours of lab

Instruction regarding the operation, diagnosis, service and repair of engine management systems. Focus on advanced level diagnostics including fuel trim, no DTC’s, drivability, mode $06$ scan tool usage, and emissions control system diagnosis and repair. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.

**Automotive Processes**

*AUTO 170*  3 Credits/Units

3 hours of lecture

Introduction to and exploration of the automotive industry, with specific focus on vehicle service operations from a business standpoint. Students will complete a research assignment, write a paper, and deliver a presentation on their findings. [GE]
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture / Lab Hours</th>
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<tbody>
<tr>
<td>AUTO 251</td>
<td>Trace course</td>
<td>4</td>
<td>2 / 4</td>
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<td></td>
<td>Acceptance and good standing in the T-Ten Program. [GE]</td>
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<tr>
<td>AUTO 252</td>
<td>Toyota Automatic Transmissions</td>
<td>7</td>
<td>2 / 10</td>
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<td>Operation, diagnosis, service and repair of a Toyota internal-combustion engine with focus on the tear-down and inspection of internal engine components. Emphasis on precision measurements and component failure identification. Acceptance and good standing in the T-Ten Program. [GE]</td>
<td></td>
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<tr>
<td>AUTO 253</td>
<td>Toyota Manual Transmission</td>
<td>7</td>
<td>2 / 10</td>
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<td>Introduction to automotive manual transmissions and drivetrains. Topics include the principles of torque multiplication, engine braking, and gear ratios. Emphasis on the diagnosis and repair of clutch assembly, manual transmission, transfer cases, and drivetrains of Toyota vehicles. Acceptance in and good standing in the T-Ten Program. [GE]</td>
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</tr>
<tr>
<td>AUTO 254</td>
<td>Toyota Automatic Transmissions</td>
<td>7</td>
<td>2 / 10</td>
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<tr>
<td></td>
<td>Theory and hands-on training in the operation, diagnostics, and service of Toyota automatic transmissions and transaxles. Initial focus on performing basic automatic transmission service procedures and diagnosis with specific emphasis on the correct diagnostic strategies to locate and repair faults in automatic transmission control systems. This course is a prerequisite for all future Toyota courses. Acceptance and good standing in the T-Ten Program. [GE]</td>
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<tr>
<td>AUTO 255</td>
<td>Toyota Hybrid Systems and Advanced Technologies</td>
<td>8</td>
<td>4 / 8</td>
</tr>
<tr>
<td></td>
<td>Third managed internship experience in a Toyota/Lexus dealership, with focus on practicing skills learned throughout the third term of automotive instruction. Skills include performing repairs to engines, transmissions, and drivetrains. Emphasis on developing strong customer service and teamworking skills. Students required to document and share these experiences as they work towards ASE and Toyota Certification. Acceptance and good standing in the T-Ten Program. [GE]</td>
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<tr>
<td>AUTO 256</td>
<td>120-hr course with a focus on Hybrid Drivetrain Diagnosis and Repair. Additionally, develop diagnostic skills for other new and advanced technologies not covered in other courses. Successful completion will result in recognition as a Toyota Hybrid Certified Technician.</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 257</td>
<td>Toyota Engine Mechanical</td>
<td>7</td>
<td>2 / 10</td>
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<tr>
<td>AUTO 258</td>
<td>Toyota Engine Mechanical</td>
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<tr>
<td>AUTO 259</td>
<td>Toyota Engine Mechanical</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Climate Control</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 261</td>
<td>Internship</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>AUTO 262</td>
<td>Instruction in automotive heating and air conditioning systems used in vehicles. Covers refrigerant handling, climate control system components, temperature system controls, refrigerant system diagnosis, recovery-recycling-recharging a/c systems, safety requirements for hybrid vehicles and dealership service. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 263</td>
<td>Engine Mechanical</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 264</td>
<td>Automatic Transmissions</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 265</td>
<td>Climate Control</td>
<td>7</td>
<td>2 / 10</td>
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<tr>
<td>AUTO 266</td>
<td>Internship</td>
<td>8</td>
<td>4 / 8</td>
</tr>
<tr>
<td>AUTO 267</td>
<td>Theory and hands-on training in the operation, diagnostics, and service of automatic transmissions and transaxles. Specific emphasis will be placed on the correct diagnostic strategies to locate and repair faults in automatic transmission control systems. Initial focus will be placed on performing basic automatic transmission service procedures and diagnosis. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.</td>
<td>7</td>
<td>2 / 10</td>
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<tr>
<td>AUTO 268</td>
<td>Automatic Transmissions</td>
<td>7</td>
<td>2 / 10</td>
</tr>
<tr>
<td>AUTO 269</td>
<td>Internship</td>
<td>8</td>
<td>4 / 8</td>
</tr>
<tr>
<td>AUTO 270</td>
<td>Theory and hands-on training in the operation, diagnostics, and service of automatic transmissions and transaxles. Specific emphasis will be placed on the correct diagnostic strategies to locate and repair faults in automatic transmission control systems. Initial focus will be placed on performing basic automatic transmission service procedures and diagnosis. This course is a prerequisite for all future HiTECC courses. Remain in good standing in the HiTECC Program.</td>
<td>7</td>
<td>2 / 10</td>
</tr>
</tbody>
</table>
Automotive Technology (AUTO)

Advanced Applied Electrical
AUTO 266 7 Credits/Units
2 hours of lecture / 10 hours of lab
Advanced electrical applications with a focus on Hybrid/Electric Vehicle (HEV) drivetrain diagnosis and repair. Develop diagnostic skills for other new and advanced technologies not covered in previous courses, such as ADAS (Advanced Driver Assistance Systems), Stop/Start Technology, and others. Successful completion will prepare students to sit for the Automotive Service Excellence (ASE) L3 - Advanced Hybrid/Electric Vehicle Certification Test.

Driver Comfort And Convenience Systems
AUTO 271 15 Credits/Units
10 hours of lecture / 10 hours of lab
HVAC and safety system maintenance and service processes. Some light repair procedures will be practiced. Also includes body electrical diagnosis using diagrams, DMMs, and scan tools. While a combination lecture/lab will be utilized for instruction, course will be delivered primarily through lab activities. [GE]

Advanced Diagnostic Strategies
AUTO 272 15 Credits/Units
10 hours of lecture / 10 hours of lab
Vehicle electronic systems inspection, diagnosis and repair processes using advanced diagnostic tools. Focus on troubleshooting processes that lead to identification of root cause failures. Also, introduction to vehicle stability control and supplemental restraint systems included. While a combination of lecture/lab will be utilized for instruction course will be delivered primarily through lab activities. [GE]

Capstone New Technology
AUTO 273 4 Credits/Units
1 hours of lecture / 6 hours of lab
An alternative to a internship in which students will study a new automotive technology of their choice. Final project will vary with each instructor. [GE]

Internship
AUTO 274 4 Credits/Units
1 hours of lecture / 9 hours of lab
Managed field experience course designed to provide reflective activities aimed at assisting students in creating a professional development plan. Students will participate in online activities coupled with periodic on-site evaluations. This option provided for students with an automotive service position and ready to work. Course will be delivered primarily through online interface with several worksite visits by instructor. [GE]

Selected Topics
AUTO 280 1-8 Credits/Units
8 hours of lecture
Selected topics in Auto. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the term class schedule. [GE]

Special Projects
AUTO 290 1-3 Credits/Units
3 hours of lecture
For automotive majors only. Opportunity to plan, organize and complete special projects approved by the department. [GE]

AUTO Electives
AUTO 800 1-99 Credits/Units
This course is used for transfer credit only. General electives
BAS APPLIED MANAGEMENT (BASAM)

**Foundations of Management**

BASAM 301 5 Credits/Units
5 hours of lecture
Serves as the core and foundation for the Bachelor of Applied Science in Applied Management Program. It merges both theories and management practices to serve as a practical tool for managers. Stresses good management practices and higher-level decision making, by ensuring that current changes in industry and technology are applied to problem-solving and innovative sources for the growth and survival of an organization. [GE]

**Social Media In Business**

BASAM 306 5 Credits/Units
5 hours of lecture
With the growth of Internet and the popularity of social media among consumers, companies now communicate with consumers in what is becoming the new wave. Covers the knowledge and theories of these growing areas by illustrating topics such as E-commerce, E-marketing strategy, social media marketing strategy, social consumers in digital communities, and measuring the impact of social media marketing. Primary focus is to understand how marketing activities can be implemented, via Internet and social media, to reach target customers and strategic objectives. [GE]

**Business Research Applications**

BASAM 320 5 Credits/Units
5 hours of lecture
Introduces to quantitative and qualitative research methods. Topics include customized research methodology to fit specific types and sizes of businesses and organizations, application of the research results for informed and relevant management decisions, and an examination of ethical research standards. Case methods will be applied to practical situations. [CP]

**Business Principles**

BASAM 325 5 Credits/Units
5 hours of lecture
Provides a study of various facets of business from economic systems to forms of business ownership to considerations for running a business. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business ethics, social responsibility, and decision making. [GE]

**Accounting Principles For Managers**

BASAM 330 5 Credits/Units
5 hours of lecture
This is a BASAM foundation course in accounting theory and principles, applications, and language, with emphasis from a manager’s perspective for the requirement to measure and control. Students will analyze balance sheets, income statements, cash flow statements, cost behavior, financial statement interrelationships, financial analysis, product costing, and budgetary control systems. Topics include information reporting for planning, coordinating, and monitoring the performance of an organization. [GE]

**Legal Issues In Management**

BASAM 335 5 Credits/Units
5 hours of lecture
Provides a basic understanding of several specific legal areas in business and management. Guides the student through the structure of the U.S. legal system and reviews management-specific areas. Helps to identify potential legal problems, create policies and practices that avoid problems and become efficient and effective consumers of legal services. Gives specific understanding and appreciation of the legal system, particularly as it relates to the conduct of business management. [GE]

**Marketing For Managers**

BASAM 340 5 Credits/Units
5 hours of lecture
Develops the marketing knowledge and skills necessary for a successful manager of a profit business firm or a non-profit organization. Helps students identify and satisfy customers' needs and wants. Focuses on key aspects of marketing for firms both large and small, such as marketing research; target market planning and segmentation; product planning, pricing, promoting, and placement (general distribution); international marketing; and the development of general marketing goals, strategies, and their implementation, with a view toward quality societal standards. Students will develop a comprehensive marketing plan. [GE]

**Human Resource Management**

BASAM 400 5 Credits/Units
5 hours of lecture
Designed to develop an understanding of the functions and skills needed by supervisors and managers concerning the human resource environment; acquiring, training, and developing human resources; assessing and improving performance; compensation; and other human resource functions. Recognize and apply functions to ensure success in managerial and leadership situations. [GE]

**Principles Of Project Management**

BASAM 410 5 Credits/Units
5 hours of lecture
Studies the concepts, issues, and approaches important in effectively managing projects, as standardized by the Project Management Body of Knowledge (PMBOK). Includes project selection, project planning and documentation, negotiation, budgeting, scheduling, resource allocation, project control, project auditing, and project closure. Topics are reviewed from a managerial perspective. [GE]

**Financial Management**

BASAM 415 5 Credits/Units
5 hours of lecture
Shows managers how to interface with accounting and finance departments, facilitating their understanding of how firms meet their financial objectives, utilizing financial decision making. Describes financial tools and techniques which can be used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management. Topics also include multinational financial management, risk management, mergers, and acquisitions. [GE]
Operations And Logistics

Operations And Logistics
BASAM 425 5 Credits/Units
5 hours of lecture
Studies the physical movement and storage of goods, such as raw materials, semi-finished and finished goods, and all the associated managerial activities that are important for effective control. Close attention is paid to managerial concepts and responsibilities such as transportation, inventory, warehousing, packaging, materials handling, network design, and customer service. Covers the importance of interrelationships between logistics and production, marketing, financial management, and quality control. [GE]

Capstone: Strategic Management & Policy
BASAM 440 5 Credits/Units
5 hours of lecture
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. Topics include 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 products; financial analysis, decision-making, communications, and 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. [GE]

Applied Management Internship
BASAM 450 5 Credits/Units
2 hours of lecture / 9 hours of clinical
Designed to provide students with major-related, supervised, and evaluated practical training work experiences which may be paid or voluntary. Students will be graded on the basis of the quality of documented learning acquired through hands-on, new experiences in an actual work setting. The course-related outcomes will be designed and agreed to by the student, the organization providing the internship, the faculty member teaching this course, and the BASAM program lead-faculty member. (Four credits application/one credit seminar). [GE]
**BAS HUMAN SERVICES (BASHS)**

**Introduction To Human Services**
BASHS 301 5 Credits/Units
5 hours of lecture
Overviews the role of the Human Services worker including the various settings, types of Human Services for specific populations and the history of the helping professions. Desirable skills and knowledge and personal characteristics for Human Services workers are also discussed. An emphasis on self-awareness required for Human Services workers are discussed with an emphasis placed on self-awareness. [GE]

**Systems And Social Justice**
BASHS 302 5 Credits/Units
5 hours of lecture
Designed to improve student knowledge of power, privilege, inequity, and social justice. Students will learn to identify their own social location in relation to others. They will also apply class concepts to case studies in Human Services in order to analyze the impact of systemic oppression on potential clients, learn appropriate methods of resistance and intervention, and develop strategies for implementing social justice.

**Ethics In Human Services**
BASHS 303 5 Credits/Units
5 hours of lecture
Explores the concepts of self-awareness in ethical decision-making, including theories of ethical decision making. Provides an overview of federal and state laws pertaining to specific populations and situations in the Human Services field.

**Practical Family Therapy**
BASHS 304 5 Credits/Units
5 hours of lecture
Explores practical perspectives on marital and family counseling including an examination of family advocacy, assessment techniques, treatment planning strategies, and use of techniques. Focuses on an integration of family theory and practice.

**Advanced Co-Occurring Disorders Treatment**
BASHS 305 5 Credits/Units
5 hours of lecture
Provides clinical experience in assessing accurately the various aspects of common co-occurring disorders encountered in the behavioral health field including: personality disorders, mood disorders, bipolar, trauma disorders and other associated DSM-V disorders.

**Trauma, Grief & Loss**
BASHS 306 5 Credits/Units
5 hours of lecture
Provides a theoretical and practical framework for working with traumatized and grieving populations and individuals in a broad Human Services context.

**Multicultural Counseling In HS**
BASHS 401 5 Credits/Units
5 hours of lecture
Presents current theories and practices for working with clients of various cultural, racial, economic, and ethnic backgrounds and subcultures.

**Human Services Intervention & Advocacy**
BASHS 402 5 Credits/Units
5 hours of lecture
Practical application of theory in counseling and advocacy for Human Services populations in various settings. Emphasis is on developing a personal awareness of strengths and personal challenges in counseling and advocacy and integrating responding skills and theoretical orientations.

**Research & Evaluation Methodologies In HS**
BASHS 403 5 Credits/Units
5 hours of lecture
Focuses on critical understanding of qualitative and quantitative research methods and program evaluation employed in the fields of Human Services that empower and promote social and economic justice and respect for cultural and social diversity. Students will gain an understanding of the various research methods, program evaluation techniques, qualitative quantitative data analysis techniques, data management skills, and ethical issues around research.

**Advanced Case Management In HS**
BASHS 404 5 Credits/Units
5 hours of lecture
Explores the clinical practice of working from an accurate psych-social assessment to the necessary steps in the development of an appropriate treatment plan. A previous knowledge of ASAM and the use of the DSM-V is recommended.

**Human Services Field Placement I**
BASHS 410 5 Credits/Units
15 hours of clinical
Experiential learning in a Human Services environment. Students will assist in providing direct therapeutic, educational, referral, support and outreach services to those clients and family members of that service provider.

**Human Services Field Placement II**
BASHS 411 5 Credits/Units
15 hours of clinical
Experiential learning in a Human Services environment. Students will assist in providing direct therapeutic, educational, referral, support and outreach services to those clients and family members of that service provider.
BIOL 101
3 hours of lecture / 4 hours of lab
Overview of basic concepts and issues related to the interaction between humans and their environment. Topics include population growth, loss of biodiversity, global climate change, ozone depletion, energy consumption and various types of pollution. This course is intended for non-majors and fulfills the laboratory science distribution requirement. It is also required for WSU-Vancouver Environmental Science/Regional Planning majors. [NS,SE]

The Process of Discovery
BIOL 102
3 hours of lecture / 4 hours of lab
Introduction to the processes of discovery used in the natural and social sciences. Includes authentic research on factors that contribute to college student success, studied in social, psychological, and physiological contexts. Research topics include hypothesis development, experimental design, literature searches, data analysis, research ethics and human subjects research considerations. Course fulfills COLL 101: College Essentials outcomes including goal setting, personal management skills, developing an academic plan, developing cultural competence and communication skills, financial literacy, and an introduction to student resources at the college. [NS,SS,SE,GE][PNP]

Small World Antibiotics Research 1
BIOL 105
3 hours of lecture / 4 hours of lab
Investigative course involving authentic research to discover potentially new antibiotics. Overview of basic concepts and issues in biology including the cellular basis of life, metabolism, principles of inheritance, evolution and ecology as they relate to soil microbiology and human disease processes and treatment. Strong emphasis on scientific inquiry including critical thinking, laboratory research methodology, and communication abilities. This course is intended for non-biology majors and fulfills the laboratory science requirements or as a recommended course for other biology courses. English writing skills are highly recommended. [GE,SE,NS] [PNP]

Small World Antibiotics Research 2b
BIOL 106
3 hours of lecture / 4 hours of lab
Focuses on research to discover new antibiotics to help alleviate the current worldwide crisis of antibiotic-resistant bacteria including microbial cell structure, growth, genetics and antibiotic production, DNA sequencing, PCR, nanopore-based genome sequencing, and bioinformatic analysis. Lab work will focus on determining, analyzing and 'mining' the genome sequence of antibiotic-producing bacteria isolated in BIOL 105, with the aim of discovering novel antibiotics. Strong emphasis on scientific inquiry including critical thinking, laboratory research methodology, and communication abilities. [NS,GE,SE] [PNP]

Introduction To Wildlife
BIOL 139
3 hours of lecture
Wildlife conservation and management in the U.S. and throughout the world. Examines the social and political aspects of wildlife conservation and management, challenges to management of biodiversity, wildlife population management, and ecosystem management. [NS,SE]

Mammals Of The Northwest
BIOL 140
3 hours of lecture
Important mammals of the Pacific Northwest. Their identification, classification, life histories, ecology, current status, and management. [NS,SE]

Birds Of The Pacific Northwest
BIOL 141
3 hours of lecture
Important Birds of the Pacific Northwest. Their identification, classification, life histories, ecology, current status, and management. [NS,SE]

Freshwater Fishes Of The Pacific Northwest
BIOL 142
3 hours of lecture
Important fishes of the Pacific Northwest. Identification, classification, and basic biology of freshwater fishes of the Pacific Northwest. Introduction to fishery management concepts. Overview of factors affecting salmon in the Columbia River Basin. [NS,SE]

Introduction To Forestry
BIOL 143
3 hours of lecture
A forest management course including the structure and function of trees, soils, forest ecology, forest insects and diseases, timber management, fire management, and forest economy. Class will occasionally meet off campus and a Saturday field trip is required. [GE,NS,SE]

Reptiles & Amphibians Of The Pacific NW
BIOL 145
3 hours of lecture
Introduction to the biology, ecology, evolution, and geographic distribution of Pacific Northwest reptiles and amphibians. [NS,SE]

Marine Biology
BIOL 150
3 hours of lecture / 4 hours of lab
The marine environment (physical and chemical properties), its plants, bacteria, animal life (vertebrates, invertebrates), ecosystems, fisheries and pollution. [NS,SE]

Human Biology
BIOL 164
4 hours of lecture
An introductory owner's manual to the human body for non-science majors. Topics include fundamentals of chemistry, cell structure function, and anatomy physiology of selected organ systems (digestive, circulatory, respiratory, endocrine, reproductive, etc.), and discussions of health issues associated with organ systems. Gain a greater knowledge of how the body works and increased confidence to communicate with doctors or others. [NS,SE]

Human Biology Lab
BIOL 165
1 Credit/Unit
2 hours of lab
Lab course for non-science majors. Provides structured opportunities, via computer simulations and activities, to reinforce and extend topics discussed in BIOL 164. [NS,SE]
Human Genetics
BIOL 167
3 hours of lecture
An introduction to a variety of genetics topics for non-science majors. Topics include: basic cell biology, DNA structure function, mutations, inherited diseases, home genetic/ancestry testing, pedigree analysis, forensic sciences, gene therapy, cloning, eugenics, and realized and/or potential societal impacts. Gain greater knowledge understanding of genetics and how it does/can impact you. [GE,NS,SE] [PNP]

Bioethics
BIOL 180
3 hours of lecture
Study of biological science and ethics. Ethical principles and theories are used in solving bioethical dilemmas. Concepts studied include genetic engineering, inherited disorders, cloning, physician assisted suicide, allocation of health resources, organ donation, and environmental ethics. [GE,NS,SE]

Cooperative Work Experience
BIOL 199
1-5 Credits/Units
15 hours of clinical supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

Field Studies in Biology
BIOL 208
1-10 Credits/Units
2 hours of lecture / 26 hours of lab
For students interested in biology. An ecological approach with a diversity of habitats being visited (marine in winter, Great Basin Desert and marsh lands in spring). Credits for BIOL 208 are accumulated for each trip with a total of 15 credits possible for all trips. [NS,SE]

Flowering Plants of the Pacific Northwest
BIOL 224
5 Credits/Units
3 hours of lecture / 4 hours of lab
Identification and ecology of local wildflowers through the use of taxonomic keys, preparation of specimens and field trips to study native species in their habitats. For forestry, wildlife, recreation, botany and non-biology majors interested in learning to recognize local wildflowers. A Saturday field trip is required. [NS,SE]

Human Cadaver Dissection
BIOL 275
1-6 Credits/Units
6 hours of lab
Dissection of the muscular, circulatory, nervous, digestive and reproductive systems. [SE]

Selected Topics
BIOL 280
1-5 Credits/Units
5 hours of lecture
Selected topics in Biology. Topics vary, and course content changes to reflect new topics. Because the course varies in content it is repeatable for credit for different topics. [GE,SE]

Special Projects
BIOL 290
1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize, and complete special projects approved by department. [GE,SE]

BIOL Electives
BIOL 800
1-99 Credits/Units
This course is used for transfer credit only. General electives

BIOL Electives
BIOL 900
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

Survey of Biology
BIOL 100
5 Credits/Units
3 hours of lecture / 4 hours of lab
Overview of basic concepts and issues in biology including the cellular basis of life, metabolism, principles of inheritance, evolution and diversity. Strong emphasis on the process of scientific inquiry using critical thinking and communication abilities. This course is intended for non-biology majors and fulfills the laboratory science requirements or as a recommended course for other biology courses. English writing skills are highly recommended. Required for psychology majors. [NS,SE]

General Biology W/Lab
BIOL & 160
5 Credits/Units
3 hours of lecture / 4 hours of lab
Introduction to the study of the cell, the basic component of all living organisms. Emphasis on cell chemistry, structure, metabolism, energetics, cell division and genetic principles. Intended for students seeking a two-year degree in the health occupations. Lab work is required. [GE, SE, NS] [PNP]

Human Biology w/ Lab
BIOL & 175
5 Credits/Units
4 hours of lecture / 2 hours of lab
Introductory owner's manual to the human body for non-science majors. Gain greater knowledge of how your body works and more confidence when you encounter information about human biology or communicate with doctors. Topics: fundamentals of chemistry, cell structure/function, anatomy/physiology of selected organ systems (e.g. digestive, circulatory, respiratory, endocrine, reproductive, etc.), and examples of health issues associated with respective organ systems. Lab simulations and activities reinforce and extend lecture topics.

Majors Ecology/Evolution
BIOL & 221
5 Credits/Units
3 hours of lecture / 4 hours of lab
Third course of three introductory courses for life science majors. Covers Mendelian genetics, evolution, adaption, specialization, biodiversity, and ecology. BIOL & 222 is the first course in the three-course series for majors, to be taken prior to BIOL & 223 and BIOL & 221. [NS,SE]

Majors Cell/Molecular
BIOL & 222
5 Credits/Units
3 hours of lecture / 4 hours of lab
First course of three introductory courses for life science majors. Includes organic chemistry, cell structure, DNA structure and replication, gene expression, cell division, organismal development, molecular genetics and biotechnology. BIOL & 222 is the first course in the three-course series for majors: to be taken prior to BIOL & 223 and BIOL & 221. [NS,SE]

Majors Organismal Phys
BIOL & 223
5 Credits/Units
3 hours of lecture / 4 hours of lab
Second course of three introductory courses for life science majors. Covers the physiology of major animal and plant organ systems. BIOL & 222 is the first course in the three-course series for majors, to be taken prior to (second) BIOL & 223 and (third) BIOL & 221. [NS,SE]
Human Anatomy And Physiology I
BIOL& 241
5 Credits/Units
3 hours of lecture / 4 hours of lab
Concurrent enrollment in BIOL& 241L.
The first in a two-term sequence exploring the relationships between
structure and function in the human body. The sequence is intended
as a prerequisite for students planning to major in Nursing, Dental
Hygiene or other allied health programs, or as life science credit for non-
biology majors. Topics include homeostasis, terminology, histology,
the integumentary, skeletal, articular, muscular, nervous, and endocrine
systems. [NS, SE]

Human Anatomy And Physiology II
BIOL& 242
5 Credits/Units
3 hours of lecture / 4 hours of lab
Concurrent enrollment in BIOL& 242L.
The second in a two-term sequence exploring the relationships between
structure and function in the human body. The sequence is intended as
a prerequisite for students planning to major in Nursing, Dental Hygiene
or other allied health programs, or as life science credit for non-biology
majors. Topics include endocrine, cardiovascular, respiratory, digestive,
urinary, and reproductive systems and fluid and electrolyte balance. [NS,
SE]

Human Anatomy And Physiology III
BIOL& 253
5 Credits/Units
3 hours of lecture / 4 hours of lab
The third in a three-term sequence exploring the relationships between
structure and function in the human body. The sequence is intended as
a prerequisite for students planning to major in Nursing, Dental Hygiene
or other allied health programs, or as life science credit for non-biology
majors. Topics include homeostasis, the cardiovascular, lymphatic,
digestive, respiratory and urinary systems, cellular metabolism, and fluid
and electrolyte balance. F [NS, SE]
BUSINESS ADMINISTRATION (BUS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Business Math Applications</td>
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<td>BUS 105</td>
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<td>BUS 107</td>
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<td>BUS 110</td>
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<td>BUS 115</td>
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<td>BUS 117</td>
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<td>BUS 130</td>
<td>Computerized Accounting</td>
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<td>BUS 139</td>
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<td>BUS 148</td>
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<td>BUS 149</td>
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<td>BUS 169</td>
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<tr>
<td>BUS 170</td>
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<td>BUS 175</td>
<td>Business Administration</td>
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<tr>
<td>BUS 180</td>
<td>Small Business Management</td>
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Description:

**BUS 102 Business Math Applications**
5 hours of lecture
Application of mathematics in common business situations. Emphasis is on practical applications and problem-solving skills for the business professional as well as the consumer and investor. Topics include: trade and cash discounts, simple and compound interest, mark up and mark down, and consumer credit. [CP]

**BUS 104 Keyboarding & Word Processing**
1 hours of lecture / 4 hours of lab
Introduction to the keyboard, development of touch typing, speed accuracy, and basic word processing skills for formatting simple letters, memos, tables, and reports. [GE] [PNP]

**BUS 105 Introduction To International Business**
3 hours of lecture
A survey course, as well as a preparatory course for advanced study, of globalization and international business issues discussed include the history and development of international business, international institutions, regional alliances, sociocultural and political forces, national resources and environmental sustainability, labor forces, and the development of international competitive strategy.

**BUS 107 Office English**
5 hours of lecture
Develop proficiency in the language skills necessary for business writing. Strong emphasis placed on grammar, punctuation, sentence structure, capitalization, subject/verb agreement, and editing.

**BUS 110 Customer Service**
3 hours of lecture
Introduction to customer-centered business organization. Topics include the principles and practices of customer relations, the history of consumerism and customer relations departments, and methods to develop internal/external customer service skills, including identifying and responding to their needs, improving skills in providing information, dealing with conflict situations, and developing a positive customer relations climate. [GE] [PNP]

**BUS 115 Small Business Management**
5 hours of lecture
Designed to help students explore the elements of starting and managing a small business. Topics include conducting a feasibility analysis, finding sources of capital, acquiring critical human resources, managing assets, and dealing with various internal and external factors, including stakeholders. The foundation of the course will enable students to develop a coherent business plan as well as connect with business owners. [GE] [PNP]

**BUS 117 Advertising**
3 hours of lecture
Introduction to advertising. Topics include the problems faced by advertisers and their agencies, along with the policies and procedures for solutions in the development of advertising objectives and strategies, selection of media, determination of budgeting methods, and preparation of copy and layout for effective results. [GE] [PNP]

**BUS 130 Computerized Accounting**
3 hours of lecture
Computerized accounting techniques in the basic areas of financial accounting, including the processes of analyzing, recording, reporting and interpreting accounting data in a business environment. A systems approach with real world applications of the general ledger, accounts receivable, accounts payable, purchasing, cash receipts, accounting for sales, payroll, and month and year-end closing for both a service and a merchandising business. QuickBooks software is utilized in this course. [GE] [PNP]

**BUS 139 Entrepreneurship**
5 hours of lecture
Learn what makes a successful entrepreneur, the tools an entrepreneur needs to start a business, and the opportunities and pitfalls faced by an entrepreneur. [GE] [PNP]

**BUS 148 Business Professional Self Development**
3 hours of lecture
An overview of the job search process and exploration of the importance of developing and using soft skills in a business setting. Professional business concepts and communication skills for employees or prospective employees who wish to improve their professional relations and growth potential. [HR,GE,SE] [PNP]

**BUS 149 Computer Application Essentials**
3 hours of lecture
Fundamentals of common business applications: word processing, spreadsheet, presentation software, and file management. [GE] [PNP]

**BUS 160 Personal Finance**
5 hours of lecture
Buying insurance (life, health, property, and auto), buying and financing a home, minimizing Federal income tax, borrowing, saving, and investing. [GE] [PNP]

**BUS 169 Introduction to Excel**
3 hours of lecture
Skills to create, edit, format, and print spreadsheets, tables, graphs and charts using Microsoft Excel; skills to create and edit formulas and simple functions; skills to create, sort, and filter worksheet databases; skills to use PivotTables, templates, and manage multiple worksheets and workbooks. Prior experience with keyboard and/or ten-key by touch and logical thinking are extremely helpful. [GE] [PNP]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170</td>
<td>Excel for Business</td>
<td>3</td>
<td>3</td>
<td>Advanced Microsoft Excel skills including creating, editing, and printing professional workbooks, using advanced formulas and charts, auditing and validating worksheet data, and solving complex problems with Excel. An introduction to Visual Basics for Applications (VBA), macros, and making an application in Excel. [GE][PNP]</td>
</tr>
<tr>
<td>BUS 203</td>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>Application of statistics to practical business problems. Includes summarizing and presenting data in tables and graphs, calculating and using common descriptive statistics, determining probabilities and using the binomial, Poisson, and normal probability distributions. Knowledge of Excel highly recommended. [SE]</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>Application of statistics to practical business and economic problems. Includes sampling, point and interval estimates, hypothesis testing using the normal, t, f and chi-square distributions, analysis of variance, correlation, and simple and multiple regression. Knowledge of Excel recommended. [SE]</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Introduction to E-Business</td>
<td>5</td>
<td>5</td>
<td>Introduction to e-Business includes topics such as email, EFT (electronic fund transfers), barcoding, etc. This will be a 5 credit course that deals with the fundamentals of conducting business online. This course will help assist students better understand the strategies on conducting business online. Other issues include, international standards, ethics, business strategy, electronic marketing. Examination of e-Business in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance. The exponential growth in the last few years of the Internet and its related technologies has created new ways of communication and trading. [PNP]</td>
</tr>
<tr>
<td>BUS 211</td>
<td>Communications</td>
<td>3</td>
<td>3</td>
<td>Developing proficiency in written and oral communications appropriate for business by composing, organizing, and editing documents such as letters, reports, memos, emails, and presentations from a variety of business cases and managerial interviews. Emphasis on team work, collaboration, diversity, intercultural communication, and the delivery of oral presentations, using specialized software. [CA,CT,WC,SE]</td>
</tr>
<tr>
<td>BUS 251</td>
<td>Professional Selling</td>
<td>3</td>
<td>3</td>
<td>Introduction to personal selling concepts for the relationship era of business. Focus on selling stages, including prospecting, qualifying, developing rapport, overcoming objections, closing techniques, and following up with customer service. Focus on personal, retail, and organizational selling. [GE] [PNP]</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Principles of Marketing</td>
<td>5</td>
<td>5</td>
<td>Introduction to concepts of marketing, with practical emphasis on the research, evaluation, and segmentation of markets. Focus on behavior of consumer and organizational buyers. Activities include developing a marketing plan to include product planning, pricing, promoting, and placement. [GE] [PNP]</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Selected Topics</td>
<td>1-5</td>
<td>5</td>
<td>The course focuses on selected topics in Business. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedules. [GE]</td>
</tr>
<tr>
<td>BUS 290</td>
<td>Special Projects</td>
<td>1-5</td>
<td>5</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>BUS 800</td>
<td>Electives</td>
<td>1-99</td>
<td>5</td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
<tr>
<td>BUS 800</td>
<td>Electives</td>
<td>1-99</td>
<td>5</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
<td>5</td>
<td>5</td>
<td>Learn about the business functions of management, human resources, marketing, law, computers, accounting, finance, production, small business and international business. [SE, HR] [PNP]</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Business Law</td>
<td>5</td>
<td>5</td>
<td>Practical applications of the law of contracts, agency, employment, real and personal property, and bailments in the business world and in one’s personal affairs. Legal reasoning and illustrative case problems. [SE]</td>
</tr>
</tbody>
</table>
CHM 95
3 hours of lecture
For students who have little to no previous chemistry experience, preparation for the fast-paced and intensive experience of CHEM& 121, required for health occupation fields. Topics include measurements, density, nomenclature, properties of elements and compounds, understanding the periodic table, writing and balancing chemical equations, the mole, and the application of mathematical operations used in chemical problem solving.

CHEM 106
3 hours of lecture / 4 hours of lab
Investigates authentic research to discover potentially new antibiotics. Overview of basic chemical concepts including a chemical history of antibiotics, their sources and discovery, and modes of action in bacteria. Strong emphasis on scientific inquiry including critical thinking, laboratory research methodology, and communication abilities. [NS,SE,GE][PNP]

CHEM 199
15 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

CHEM 290
6 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

CHEM 700
Electives
1-99 Credits/Units
CHEM 800
Electives
1-99 Credits/Units
This course is used for transfer credit only. General electives

CHEM 900
Electives
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

CHEM 990
Electives
1-99 Credits/Units
This course is used for transfer credit only. LAB non direct equivalencies

CHEM& 110
5 Credits/Units
4 hours of lecture / 2 hours of lab
Introductory chemistry course to fulfill the General Education Science with Laboratory requirement, intended for non-science majors who will not take additional chemistry. Focus on unit factor and equation problem solving skills as related to chemical concepts, also stoichiometry and stoichiometric problem solving skills. Topics include the structure of the atom, chemical reactions, and chemical and physical properties to describe matter. [NS, SE]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 143</td>
<td>General Chemistry III</td>
<td>4</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 153 is recommended. Third of a three-term sequence designed for science and engineering majors. Applications of the scientific method by correlating theory with experimental observation. Topics include ionic equilibria, thermodynamics, nuclear chemistry, electrochemistry, transition metal chemistry, and applications of all chemical concepts to the elements on the periodic table. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 151</td>
<td>General Chemistry Laboratory I</td>
<td>1</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 142, or consent of Instructional Unit. First of a 3-term lab sequence designed for science and engineering majors, to coincide with CHEM&amp; 141 General Chemistry I. Applications of the scientific method by correlating theory with experimental observation. Topics include systems of measurement, observing and affecting chemical reactions, energy considerations, chemical behavior of aqueous systems, the nature of chemical bonding, gas laws, graphing techniques, using technological interfaces to collect and manipulate data, and mathematical calculations to support chemical observations. Students must register for CHEM&amp; 141, or consent of Instructional Unit. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 152</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 142, or consent of Instructional Unit. Second of a 3-term lab sequence designed for science and engineering majors, to coincide with CHEM&amp; 142 General Chemistry II. Applications of the scientific method by correlating theory with experimental observation. Topics include phenomena of solid and liquid states, colligative properties of aqueous and non-aqueous systems, reaction kinetics, general equilibria, acid/base equilibria, graphing techniques, using technological interfaces to collect and manipulate data, and mathematical calculations to support chemical observations. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 153</td>
<td>General Chemistry Laboratory III</td>
<td>2</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 143 General Chemistry III for science and engineering majors. Applications of the scientific method by correlating theory with experimental observation. Topics include chemical and ionic equilibria, acid-base theories of aqueous solutions and selected principles of electrochemistry, gravimetric analysis, coordination chemistry, volumetric analysis, inorganic synthesis, and the statistical handling of data. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 241</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 251 is required, or consent of Instructional Unit. First of a 3-term sequence designed for science and engineering majors, or students seeking a career in the health professions. Topics include organic synthesis and mechanistic approach applied to polar molecules; topics may include aldehydes, ethers, organometallic compounds, aromatic systems, aldehydes and ketones. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 242</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 252 is required, or consent of Instructional Unit. Second of a 3-term sequence designed for science and engineering majors, or students seeking careers in the health professions. Topics include organic synthesis and mechanistic approach applied to polar molecules; topics may include reactions of carboxylic acids and derivatives, dicarbonyl compounds, amines, conjugated systems, polymer systems and an introduction to biomolecules. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 243</td>
<td>Organic Chemistry Laboratory I</td>
<td>1</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 241, or consent of Instructional Unit. First of a 3-term laboratory sequence designed for science and engineering majors, or students seeking a career in the health professions. Focus on basic organic laboratory techniques such as recrystallizations, melting points, distillations, reflux, extractions, chromatography, and spectroscopy; laboratory notebook-keeping skills and scientific writing methods. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 251</td>
<td>Organic Chemistry Laboratory II</td>
<td>1</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 242, or consent of Instructional Unit. Second of a 3-term laboratory sequence designed for science and engineering majors, or students seeking a career in the health professions. Focus on organic laboratory techniques, spectroscopic characterization of molecules, and introduction to synthetic techniques, including multi-step syntheses and handling moisture- or air-sensitive compounds. [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 252</td>
<td>Organic Chemistry Laboratory III</td>
<td>2</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>Concurrent in CHEM&amp; 253 is required, or consent of Instructional Unit. Third of a 3-term sequence designed for science and engineering majors, or students seeking careers in the health professions. Advanced synthetic techniques, project-based experiments and identification. CHEM&amp; 253 replaces CHEM 214 (beginning in Spring 2009). [NS, SE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM&amp; 253</td>
<td>4</td>
<td>Lecture</td>
<td></td>
</tr>
</tbody>
</table>
### COLLEGE AND ACADEMIC PREPARATION (CAP)

<table>
<thead>
<tr>
<th>Educational</th>
<th>Interviewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 1</td>
<td>1 Credit/Unit</td>
</tr>
<tr>
<td>1 hours of lecture</td>
<td></td>
</tr>
</tbody>
</table>

For students who are new to Transitional Studies. Students will be assessed and advised into appropriate classes, set goals and create an educational plan. [PNP]

<table>
<thead>
<tr>
<th>Technology</th>
<th>For Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 3</td>
<td>1 Credit/Unit</td>
</tr>
<tr>
<td>1 hours of lecture</td>
<td></td>
</tr>
</tbody>
</table>

For students who need to improve their technology skills, especially navigating Canvas. Students will improve these skills while learning about the career pathways leading from Transitional Studies to college completion. Successful completion of the course will provide Occupational Education credit toward the HS21+ diploma. [PNP]

<table>
<thead>
<tr>
<th>Jumpstart: Reading &amp; Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 5</td>
</tr>
<tr>
<td>6 hours of lecture</td>
</tr>
</tbody>
</table>

Development of standards-based reading and writing skills in the contexts of science and social studies to successfully transition into appropriate High School 21 courses.

<table>
<thead>
<tr>
<th>Jumpstart: MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 6</td>
</tr>
<tr>
<td>6 hours of lecture</td>
</tr>
</tbody>
</table>

Application of basic math skills in real world contexts. Topics may include: integers, basic operations, percents, fractions, decimals, ratios/proportions, mean, median, mode, range, basic probability/statistics, exponents, roots, radicals, order of operation, expressions, equations/inequalities, graphing linear equations, and basic geometry. Upon successful completion of this course, students may transition to HS 21+ courses, apprenticeships, earn the GED credential, or transition to additional workforce opportunities.

<table>
<thead>
<tr>
<th>Intensive Fast Track 1: Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 13</td>
</tr>
<tr>
<td>3 hours of lecture</td>
</tr>
</tbody>
</table>

Improve the ability to listen actively and speak so others can understand. Upon successful completion of Intensive Fast Track 1, students will have gained the study skills as well as the academic skills to transition into Fast Track 2, Integrated English CAP coursework or I-BEST. HS21+ students will also receive Occupational Education credit toward their HS21+ diploma.

<table>
<thead>
<tr>
<th>Intensive Fast Track 1: Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 14</td>
</tr>
<tr>
<td>3 hours of lecture</td>
</tr>
</tbody>
</table>

Improve the ability to use technology. Upon successful completion of Intensive Fast Track 1, students will have gained the study skills as well as the academic skills to transition into Fast Track 2, Integrated English CAP coursework or I-BEST. HS21+ students will also receive Occupational Education credit toward their HS21+ diploma.

<table>
<thead>
<tr>
<th>Intensive Fast Track 1: Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 15</td>
</tr>
<tr>
<td>2 hours of lecture</td>
</tr>
</tbody>
</table>

Strengthen study skills and reflect on various strategies and characteristics of successful college students. Upon successful completion of Intensive Fast Track 1, students will have gained the study skills as well as the academic skills to transition into Fast Track 2, Integrated English CAP coursework or I-BEST. HS21+ students will also receive Occupational Education credit toward their HS21+ diploma.

<table>
<thead>
<tr>
<th>Fast Track 1: Oral Communication/Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 16</td>
</tr>
<tr>
<td>6 hours of lecture</td>
</tr>
</tbody>
</table>

Development of computer skills to support your ability to listen actively and speak so others can understand in the context of college and work. Upon successful completion of Fast Track 1 (both CAP 016 and CAP 018), students will have gained the study skills as well as the academic skills to transition into Fast Track 2, Integrated English CAP coursework or I-BEST. HS21+ students will also receive Occupational Education credit toward their HS21+ diploma.

<table>
<thead>
<tr>
<th>Fast Track 1: Written Communication/Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 18</td>
</tr>
<tr>
<td>6 hours of lecture</td>
</tr>
</tbody>
</table>

Development of computer skills as you improve your ability to read with understanding and convey your ideas in writing. Upon successful completion Intensive Fast Track 1 (both CAP 016 and CAP 018), students will have gained the study skills as well as the academic skills to transition into Fast Track 2, Integrated English CAP coursework or I-BEST. HS21+ students will also receive Occupational Education credit toward their HS21+ diploma.

<table>
<thead>
<tr>
<th>Fast Track 2: Written Communication For College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 21</td>
</tr>
<tr>
<td>6 hours of lecture</td>
</tr>
</tbody>
</table>

Development of written communication skills, focusing on college readiness. Students will improve written fluency as well as accuracy in writing, grammar, and vocabulary use. Upon successful completion of Fast Track 2, students will have gained the skills to transition into Integrated English CAP coursework. Successful completion of the course will provide elective credit toward the HS+ diploma.
### Fast Track2: Oral Communication for College

CAP 22  
6 hours of lecture  
Development of oral communication skills, focusing on college readiness. Students will improve listening comprehension as well as fluency and accuracy in speaking. Successful completion of the course will provide elective credit toward the HS+ diploma.

### On-Ramp to Healthcare

CAP 23  
6 hours of lecture  
Development of oral and written communication skills both face-to-face and on-line in the context of healthcare. Upon successful completion of On-Ramp to Healthcare, students will have gained the skills to transition into job training and college courses. HS21+ students will also receive credit toward their HS21+ diploma. [PNP]

### On-Ramp to Business

CAP 24  
1-6 Credits/Units  
6 hours of lecture  
Development of both oral and written communication skills in the context of Business. Upon successful completion of On-Ramp to Business, students will have gained the skills to transition into job training and college courses. HS21+ diploma. [PNP]

### Lab Science

CAP 29  
3 Credits/Units  
3 hours of lecture  
Prerequisite: Eligibility for CAP 042. Introduces concepts from biology, chemistry and physics. Explore the scientific method through designing, implementing, and sharing a project using scientific inquiry as well as complete several labs throughout the quarter. Successful completion of CAP 029 will provide 1 credit for a Lab Science toward the HS21+ diploma. [PNP]

### Fine Arts

CAP 30  
3 Credits/Units  
3 hours of lecture  
For students who want to earn credit toward their HS21+ diploma, prepare for the GED test or improve their skills to transition to college-level courses. Students will gain a deeper understanding of the arts and how to evaluate the impressions gained by exposure to different forms of media. Successful completion of the course will provide 1 Fine Arts credit toward the HS21+ diploma. [PNP]

### US History & Government

CAP 33  
7 Credits/Units  
7 hours of lecture  
For students who want to earn credits toward their High School 21 diploma, prepare for the GED test or improve their skills to transition to college-level courses. Students will gain a deeper understanding of US history and government. Successful completion of the course will provide 1 credit for US History and Government toward the HS21+ diploma.

### Science & Contemporary World Problems

CAP 34  
7 Credits/Units  
7 hours of lecture  
For students who want to earn credits toward their High School 21 diploma, prepare for the GED test or improve their skills to transition to college-level courses. Students will gain a deeper understanding of the sciences and how they relate to current world problems. Successful completion of the course will provide 1 credit for Science and 1 credit for Contemporary World Problems toward the HS21+ diploma.

### Integrated Math And Occupations

CAP 40  
8 Credits/Units  
8 hours of lecture  
For students needing to learn or review math fundamentals. Students will apply their math skills (e.g. whole numbers, fractions, decimals, integers, percents, basic geometry, standard American measurement, basic tables/graphs) in various occupational contexts. Successful completion of the course will provide 1 credit for Math and 1 credit for Occupational Education toward the HS21+ diploma.

### Integrated Math And Science

CAP 42  
7 Credits/Units  
7 hours of lecture  
Apply math skills (e.g. using integers, fractions, mixed numbers, order of operations, proportions, percents, algebraic expressions, multi-step equations, Metric system, standard and scientific notation, tables, graphs, diagrams) in the context of science. Successful completion of CAP 042 will provide 1 credit for Math and 1 credit for Lab Science toward the HS21+ diploma.

### MATH Applications

CAP 46  
10 Credits/Units  
10 hours of lecture  
For students preparing to transition to MATH& 107. Students will apply their math skills in appropriate contexts. Topics include complex expressions, equations, inequalities, compound inequalities, graphs and equations using point-slope and slope-intercept form, systems of equations using algebraic and graphing methods, exponential, radical and polynomial expressions and equations, quadratic, exponential and polynomial functions, quadratic equations, inverse and exponential functions, parabolic, exponential and logarithmic functions. Successful completion of the course will provide 1 credit for Math toward the HS21+ diploma.

### Transitional Studies Math Support

CAP 49  
1-3 Credits/Units  
3 hours of lecture  
Designed to provide additional instruction and support for student success in CAP Math classes. Reviews important concepts and skills introduced during CAP Math classes.
Integrated English And Health
CAP 61  6 Credits/Units
6 hours of lecture
For students who want to prepare for the GED or the HS21+ diploma. Integrates science, health and English writing skills to improve performance in an adult secondary education ABE Washington State Health and English course. Students will gain a deeper understanding of the human body's systems while improving reading and writing skills. Successful completion of the course will provide 1 credit for Health toward the HS21+ diploma.

Integrated English & Wa State History/Fine Arts
CAP 64  7 Credits/Units
7 hours of lecture
For students who want to earn credits toward their High School 21 diploma, prepare for the GED test or improve their skills to transition to college-level courses. Integrates WA State history and Fine Arts with critical reading and writing skills. Successful completion of the course will provide 1-3 credits for English, 1 credit for WA State History and 1 credit for Fine Arts toward the HS21+ diploma.

Integrated English And US History & Government
CAP 70  7 Credits/Units
7 hours of lecture
For students who want to earn credits toward their High School 21 diploma, prepare for the GED test or improve their skills to transition to college-level courses. Integrates US history and government with critical reading and writing skills. Successful completion of the course will provide 1-3 credits for English, 1 credit for US History 5 credit for Civics toward the HS21+ diploma.

Integrated English & Science/CWP
CAP 74  7 Credits/Units
7 hours of lecture
For students who want to earn credits toward their High School 21 diploma, prepare for the GED test or improve their skills to transition to college-level courses. Integrates Science and CWP with critical reading and writing skills. Successful completion of the course will provide 1-3 credits for English, 1 credit for Science and 1 credit for Contemporary World Problems toward the HS21+ diploma.

Transitional Studies Preparation
CAP 78  2 Credits/Units
2 hours of lecture
For students who want to prepare for the HS21+ diploma. This course is required in the 1st or 2nd term of a student’s HS21+ pathway and is structured around the SBCTC Transitions Standards checklist. Primary goal is to provide specific program requirements, goal setting and promote student success as they transition. Successful completion of the course will provide 0.5 credit for Electives toward the HS21+ diploma.

CAP Special Topics
CAP 80  1-10 Credits/Units
10 hours of lecture
Variable topics in Basic Education Career and Academic Prep. Content to reflect the selected topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedule. Outcomes are determined by level of placement into the course and are based on the Washington State Basic Education Learning Indicators. Students must attempt a CASAS post-test after 45 hours of attendance in this course.

Academic Grammar
CAP 88  1-4 Credits/Units
4 hours of lecture
Development of writing skills for academic purposes that will emphasize concepts such as sentence types, sentence structure, clauses, phrases and verb tenses. Students will apply academic English conventions to their own writing. Successful completion of the course will provide elective credit toward the HS+ diploma.

Integrated English/CWP (PP&I)
CAP 90  7 Credits/Units
7 hours of lecture
For students who want to prepare for the GED, HS21+ diploma and/or college coursework. Students will gain a deeper understanding of the systems of power, privilege, and inequity and how they relate to current world problems. This is an advanced CAP writing course that will emphasize college-prep reading and writing skills. Successful completion of this course will provide 1 credit for Contemporary World Problems and 1 elective credit toward the HS21+ diploma. [PNP]

I-BEST Seminar
CAP 91  1-5 Credits/Units
5 hours of lecture
Designed to provide additional instruction and support for student success in I-BEST designated classes. Reviews important concepts and vocabulary introduced during I-BEST classes and skills to communicate clearly and accurately using vocabulary and expressions commonly used in the I-BEST academic, work place and job search environment. Offers activities to strengthen basic skills while studying in an I-BEST program. Students must be concurrently enrolled in an I-BEST designated class.

Health
CAP 93  1-2 Credits/Units
2 hours of lecture
For students who need to earn health credit for the HS21+ diploma. Students will gain a deeper understanding of a healthy lifestyle. Successful completion of the course will provide health credit toward the HS21+ diploma.

Occupational Education
CAP 94  1-2 Credits/Units
2 hours of lecture
For students who need to earn occupational education credit for the HS21+ diploma. Students will gain a deeper understanding of preparing for a job and working successfully with co-workers. Successful completion of the course will provide occupational education credit toward the HS21+ diploma.

Physical Education
CAP 95  1-2 Credits/Units
2 hours of lecture
For students who need to earn physical education credit for the HS21+ diploma. Students will gain a deeper understanding of physical education by creating a personalized self-directed exercise plan. Successful completion of the course will provide physical education credit toward the HS21+ diploma.

Electives
CAP 96  2 Credits/Units
2 hours of lecture
For students who need to earn elective credit for the HS21+ diploma. Students will work on independent projects in a variety of subject areas. Successful completion of the course will provide .5-2 elective credits toward the HS21+ diploma.
This competency-based course is designed for students who need to earn credit for the HS+ diploma. Topics include: Pre-Algebra, Basic Statistics, Algebra, Geometry, Measurement, Reading and Writing (English), Science, and Social Studies. [PNP]

### English

**CAP 99**
- 10 hours of lecture
- CAP Special Projects

**Jump Start**
- CCAP 10
- 1-12 Credits/Units
- 12 hours of lecture

This competency-based course is designed for students who need to earn credit for the HS+ diploma. Emphasis on critical reading and analytical writing skills. Demonstrated achievement of the competencies will award 1-3 credits of English toward the HS+ diploma. [PNP]

**CAP 63**
- 1-10 Credits/Units
- 3 hours of lecture

This competency-based course is designed for those preparing for the GED® test or need to earn credit for the HS+ diploma. Topics include: Basic Math Skills, Percent, Decimals, Fractions, mean, median, mode, graphs, expressions, equations, exponents, order of operation, perimeter, area, volume, formulas, measurement (metric and standard), signed numbers, absolute value, ratio, and proportion. Demonstrated achievement of competencies will award 1 elective credit toward the HS+ diploma.

### Science

**CAP 27**
- 3 hours of lecture / 6 hours of lab

This competency-based course is designed to earn Science credit for the HS+ diploma. Explore the scientific method in the areas of ecology, sustainability and the environment. Demonstrated achievement of competencies will award 1 Credit of Science toward the HS+ diploma.

**CAP 28**
- 3 hours of lecture / 6 hours of lab

This competency-based course is designed to earn Science credit for the HS+ diploma. Evaluation of major world events and human activity in order to better understand human impacts on our world. Evaluation of global civil rights movements and exploitation of resources to further understand the implications of human activity on local and global environments. Demonstrated achievement of the competencies will award 1 Credit of CWP toward the HS+ diploma.

**CAP 40**
- 6 hours of lecture

This competency-based course is designed for students who need to earn credit for the HS+ diploma. Application of math skills in real world contexts. Topics include: basic math skills, percent, decimals, fractions, mean, median, mode, graphs, expressions, equations, exponents, order of operation, perimeter, area, volume, formulas, measurement (metric and standard), signed numbers, absolute value, ratio, and proportion. Demonstrated achievement of competencies will award 1 elective credit toward the HS+ diploma.

**CAP 41**
- 1-6 Credits/Units
- 6 hours of lecture

This competency-based course is designed for students who need to earn credit for the HS+ diploma. Topics: how equations work, factoring, graphing linear equations, solving inequalities and simplifying polynomials with various operations. Demonstrated achievement of the competencies will award 1 Algebra credit toward the HS+ diploma.

**CAP 43**
- 1-6 Credits/Units
- 6 hours of lecture / 12 hours of lab

This competency-based course is designed to earn Geometry credit for the HS+ diploma. Topics: geometry properties, area, perimeter, surface area, volume, and various transformations. Demonstrated achievement of the competencies will award 1 Geometry credit toward the HS+ diploma.

**CAP 63**
- 1-6 Credits/Units
- 6 hours of lecture / 12 hours of lab

This competency-based course is designed for students who need to earn English credit for the HS+ diploma. Emphasis on critical reading and analytical writing skills. Demonstrated achievement of the competencies will award 1-3 credits of English toward the HS+ diploma.
Health
CCAP 93
1-2 Credits/Units
2 hours of lecture
This competency-based course is designed for students who need to earn Health credit for the HS+ diploma. Students will gain a deeper understanding of a healthy lifestyle. Demonstrated achievement of the competencies will award 1 Health credit toward the HS+ diploma. [PNP]

Physical Education & Fitness
CCAP 95
1-2 Credits/Units
2 hours of lecture
This competency-based course is designed for students who need to earn physical education credit for the HS+ diploma. Students will gain a deeper understanding of physical education by creating a personalized self-directed exercise plan. Demonstrated achievement of the competencies will award 1 physical education credit toward the HS+ diploma. [PNP]

Electives
CCAP 96
1-2 Credits/Units
2 hours of lecture
This competency-based course is designed for students who need to earn elective credit for the HS+ diploma. Students will work on independent projects in a variety of subject areas in order to fulfill graduation requirements for a high school diploma. Demonstrated achievement of the competencies will provide .5-1 electives credits toward the HS+ diploma.
## COLLEGE PREPARATION (COLL)

<table>
<thead>
<tr>
<th>College Essentials:</th>
<th>Introduction To Clark</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101</td>
<td>2 Credits/Units</td>
</tr>
</tbody>
</table>

2 hours of lecture

Introduction to Clark College for new students, focusing on making a successful transition to college life. Topics include goal setting, personal management skills, developing an academic plan, developing cultural competence and communication skills, financial literacy, and an introduction to student resources at the college. [GE,HR] [PNP]
### COMMUNICATION STUDIES (CMST)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 103</td>
<td>3 Credits/Units</td>
<td>Professional use of current communication technology in a variety of settings. Examination of internet profile and development of communication competence in social media environments. Course concepts taught and assessed using a variety of communication technology tools and applications.</td>
</tr>
<tr>
<td>CMST 199</td>
<td>1-5 Credits/Units</td>
<td>Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]</td>
</tr>
<tr>
<td>CMST 210</td>
<td>5 Credits/Units</td>
<td>Examination of the impact of culture on communication. Analysis of patterns of communications which affect the ability to establish clear understanding and effective interpersonal relationships. Skills to improve communication across cultural boundaries. [HA,SE]</td>
</tr>
<tr>
<td>CMST 280</td>
<td>5 Credits/Units</td>
<td>The course focuses on selected topics in Communication Studies. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedule. [GE,SE]</td>
</tr>
<tr>
<td>CMST 290</td>
<td>1-5 Credits/Units</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>CMST 310</td>
<td>5 Credits/Units</td>
<td>Introduction to the communication dynamics of an organization. Analyzes relationships between structural variables in the organization and informal communication channels, organizational culture, and strategic communication. Covers the major theories of organizational communication, identifying and defining primary concepts, applying them to discussions of real-world situations. Topics include public and human relations, conflict resolution, organizational structure, motivation, coaching, leadership, informal communication networks, corporate culture, socialization, globalization, the role of technology, and external communication as they relate to organizations. Theory and research are made more applicable through case studies of actual organizational problems/issues. [C]</td>
</tr>
<tr>
<td>CMST 800</td>
<td>1-99 Credits/Units</td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
<tr>
<td>CMST 900</td>
<td>1-99 Credits/Units</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 930</td>
<td>1-99 Credits/Units</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
<tr>
<td>CMST 102</td>
<td>5 Credits/Units</td>
<td>Survey of the various major communication media, their primary functions and social impact. Explores the ways in which various mass media impact us and how we impact the mass media. Focuses on critical analysis of issues regarding the mass media to help students develop their own personal and informed approach toward the dynamics of mass communication in society and increase their media literacy. [HA, SE]</td>
</tr>
<tr>
<td>CMST 210</td>
<td>5 Credits/Units</td>
<td>Person-to-person communication emphasizing theoretical principles and their application. How self-concept, perception, verbal and non-verbal attributes and attitudes influence communication within the family, between friends, and at work. [HR,OC,SE,HA]</td>
</tr>
<tr>
<td>CMST 220</td>
<td>5 Credits/Units</td>
<td>Introduction to speechmaking based primarily on a traditional public speaking approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences; and physical and vocal delivery skills. [OC,HA,SE]</td>
</tr>
<tr>
<td>CMST 230</td>
<td>5 Credits/Units</td>
<td>Small group communication emphasizing theoretical principles and their application, enabling students to become more comfortable and competent participants in the group communication process. Emphasis will be on the study and application of the dynamics of group development, problem solving methodologies, and the use of power, including leadership and conflict. Formerly titled CMST 201. Credit not allowed for both CMST 201 and CMST 230. [HR,OC,SE,SS,HA]</td>
</tr>
</tbody>
</table>
COMPUTER AIDED DESIGN AND DRAFTING TECHNOLOGY (CADD)

CADD Orientation
CADD 101 1 Credit/Unit
2 hours of lab
Combination of off-campus field trips to a variety of businesses and on-campus test-drives of several core CADD software applications seen on the field trips. Focus on exposure and orientation to core CADD software applications, and development of an educational plan. [GE]

CADD Careers
CADD 102 1 Credit/Unit
2 hours of lab
Combination of off-campus field trips to a variety of businesses and on-campus test-drives of several core CADD software applications seen on the field trips. Focus on exposure and orientation to core CADD software applications beyond CADD 101 and development of a career plan. [GE]

Basic Sketchup
CADD 110 4 Credits/Units
2 hours of lecture / 5 hours of lab
Basic operations of the current version of SketchUp. Topics include screen features, drawing and editing 3D objects, using and applying material to surfaces, opening and saving files, and using AutoCAD drawing file data. Recommended for anyone comfortable using a PC. [GE]

Basic Rhinoceros
CADD 120 4 Credits/Units
2 hours of lecture / 5 hours of lab
Basic operation of Rhinoceros, a 3D surface modeling software of interest to students in engineering, industrial design, and graphic design. Creating and editing of curves, surfaces, solids, and textures and lighting effects. Includes the use of plug-ins for rendering. Recommended for anyone comfortable using a PC. [GE]

Basic Microstation
CADD 130 4 Credits/Units
2 hours of lecture / 5 hours of lab
Basic operations of the current version of MicroStation. Covers screen features, command terminology, drawing and editing objects, working with 2D and 3D, using reference files, opening and saving drawing files, and printing. Recommended for anyone comfortable using a PC. [GE]

Basic AutoCAD
CADD 140 4 Credits/Units
2 hours of lecture / 5 hours of lab
Basic operations of the current version of AutoCAD. Screen features, drawing and editing objects, working with 2D, using both model space and layout, dimensioning and dimension styles, using blocks, attributes, and xrefs, opening and saving files, and using templates. Recommended for anyone comfortable using a PC. [GE]

Architectural Drafting 1
CADD 141 4 Credits/Units
2 hours of lecture / 5 hours of lab
Beginning foundations of architectural drafting using AutoCAD Architecture. Topics include terminology, architectural symbols and standards, line weights and layer management. A standard multi-sheet drawing set for a residence will be developed and will include a site plan, foundation plan, floor plan, and elevations, and related basic residential construction processes. [GE]

Intermediate AutoCAD
CADD 142 2 Credits/Units
1 hours of lecture / 2 hours of lab
A continuation of AutoCAD. Topics covered include: review and continued work with blocks, attributes, and xref's; creating and using dynamic blocks; using annotated text and dimension text; and an introduction to 3D.

Civil Drafting 1 With Civil 3D
CADD 143 4 Credits/Units
2 hours of lecture / 5 hours of lab
Beginning foundations of civil drafting concepts and practices. Introduction to terminology, symbols, multiple use blocks and details, origins and uses of survey data, contours, alignments, and profiles to describe/define project objects. Topics will include basic site considerations, basic types and construction of roads, site drainage, sewer systems, potable water, walks, driveways, and fire access. Class projects will use various applications to achieve data tables and calculations; drafting is not platform dependent but is biased towards use of AutoCAD. [GE]

Basic Solidworks
CADD 150 4 Credits/Units
2 hours of lecture / 5 hours of lab
Parametric solids modeling with SolidWorks, covering the breadth of the software at a basic level. Create part, assembly, and drawing files, including design tables and multiple configurations. Recommended for anyone comfortable using a PC. [GE]

Mechanical Drafting 1 With Solidworks
CADD 154 4 Credits/Units
2 hours of lecture / 5 hours of lab
Mechanical drafting using SolidWorks. Focus on detailed control in annotating and producing drawings of parts and assemblies. Includes components in mechanical print reading. [GE]

Intermediate Solidworks - Top Down Design
CADD 155 4 Credits/Units
2 hours of lecture / 5 hours of lab
System design using SolidWorks in the context of an assembly. Focus on complex modeling of parts and assemblies. [GE]

Introduction To CAM
CADD 160 2 Credits/Units
1 hours of lecture / 2 hours of lab
Introduction to CAM software for CNC machine operation. Recommended for anyone comfortable using a PC. [GE]
Solidworks For The Trades
CADD 161 3 Credits/Units
1 hours of lecture / 4 hours of lab
Intended for machinists, welders, and others involved directly in manufacturing. Provides a core foundation of the use of the SolidWorks CADD application. Focuses on part modeling with an emphasis on evaluation of part models for geometric and other properties. Also includes sheet metal part modeling and file export for subsequent CNC manufacturing. [GE]

Basic Revit: Residential
CADD 170 4 Credits/Units
2 hours of lecture / 5 hours of lab
Basic operations of the current version of Revit, as used in residential architectural design and drafting. Topics include screen features, drawing and editing 3D objects, using sheets and views, file management, and using pre-existing AutoCAD drawing file data. Recommended for anyone comfortable using a PC. [GE]

Revit: Commercial
CADD 171 4 Credits/Units
2 hours of lecture / 5 hours of lab
Revit Commercial will continue to build on the basic tools covered in the Basic Revit Residential course. This is a project-based course and will focus on building a commercial office building using the basic tools, but also focusing on more advanced tools required to complete a commercial project. Topics include: grids, reflected ceiling plans, interior and exterior elevations sections, interior design, schedules, site rendering, view templates, construction documents setup and work-sharing. [GE]

Advanced Revit
CADD 172 4 Credits/Units
2 hours of lecture / 5 hours of lab
Continuation of Revit training beyond CADD 170 and CADD 171. Focuses on the following aspects of Revit: family creation, templates, advanced visibility, filters, schematics, and parameters and constraints.

Cooperative Work Experience
CADD 199 1-6 Credits/Units
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

Presentation Graphics
CADD 207 4 Credits/Units
2 hours of lecture / 5 hours of lab
Concepts of design and graphic principles for developing a variety of visual presentations by applying different graphic forms used for advertising, and showcasing graphic skills by producing portfolio quality work. [GE]

Architectural Drafting
CADD 210 3 Credits/Units
1 hours of lecture / 4 hours of lab
Continuation of architectural drafting from CADD 141, with a focus on refinement and using industry standards. Create a drawing set for a residential structure, with review by local professionals. [GE]

Autocad Customization
CADD 214 3 Credits/Units
1 hours of lecture / 4 hours of lab
Customizing buttons and toolbars, using AutoLISP to create new AutoCad commands. Introduction to custom dialog boxes. [GE]

Technical Statics & Strengths
CADD 215 3 Credits/Units
2 hours of lecture / 2 hours of lab
Introduction to technical statics and strength of materials. Topics introduced include 2D force and moment systems, static equilibrium, mechanical properties, stress and strain, beams and trusses, buckling, and moment of inertia. [GE]

Integrated Computational Design
CADD 216 3 Credits/Units
1 hours of lecture / 4 hours of lab
Use of computational SolidWorks Simulation CADD applications in the design and analysis of engineering problems. Also, use of integrated surface/solid modeling techniques, motion analysis, and use of CADD in documentation of designs and analyses. [GE]

Civil Drafting
CADD 230 3 Credits/Units
1 hours of lecture / 4 hours of lab
Continuance of civil drafting from CADD 143, with a focus on refinement and using industry standards. Create a drawing set for a residential subdivision, with review by local professionals. [GE]

Mechanical Drafting
CADD 240 3 Credits/Units
1 hours of lecture / 4 hours of lab
Continuance of mechanical drafting from CADD 144 and/or CADD 154, with a focus on refinement and using industry standards. Create a drawing set for a residential subdivision, with review by local professionals. [GE]

Selected Topics
CADD 280 1-5 Credits/Units
5 hours of lecture
Course focuses on selected topics in EMET. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE]

Special Projects
CADD 290 1-6 Credits/Units
Opportunity to plan, organize and complete special projects approved by the department. [GE]

CADD Capstone Practicum
CADD 299 5 Credits/Units
1 hours of lecture / 8 hours of lab
Capstone project to expand knowledge by studying selected CADD topics in selected major area of study (architectural, civil, mechanical, or other) and producing a comprehensive portfolio-documented project. Projects must be pre-approved by the instructor. [GE]

CADD Electives
CADD 800 1-99 Credits/Units
This course is used for transfer credit only. General electives
COMPUTER SCIENCE & ENGINEERING (CSE)

Introduction to Electrical/Computing
CSE 120
5 Credits/Units
4 hours of lecture / 3 hours of lab
Prerequisite: A grade of 'C' or better in College Trigonometry.
Introduction to electrical/computer science and engineering processes, principles, problem-solving techniques, and contemporary tools. Applies in-class learning to hands-on projects and explores current industry trends and implications. [SE]

Introduction to C
CSE 121
5 Credits/Units
5 hours of lecture
Prerequisite: A grade of 'C' or better in MATH& 151 (MATH 113), ENGR 120, CSE 120, ENGR 109 (ENGR 111) or CTEC 121; or consent of Instructional Unit.
Introduction to the C programming language. Emphasis on program design, verification, and testing. Programming related concepts in computer science will be covered. [SE]

Discrete Structures
CSE 215
5 Credits/Units
5 hours of lecture
Discrete structures and analysis techniques for computing by building on students’ skills in programming and logic. Topics include: functions, relations and their properties; sets, sequences and tuples; probability, counting (permutations and combinations); propositional logic and logical connectives; introduction to predicate logic and its limitations; formal proof strategies (counterexample, contraposition); recursion, computational complexity; trees, graphs and traversal strategies; modeling computation (finite state turing machines).

Introduction to Data Structures
CSE 222
5 Credits/Units
5 hours of lecture
Fundamentals of data structures and advanced programming techniques used in high-level languages such as C. Topics: trees, heaps, hash tables, sorting, searching, recursion, and algorithm analysis. [SE]

Data Structures & Object-Oriented Programming
CSE 223
5 Credits/Units
5 hours of lecture
Study of data structures and the analysis of algorithms, object-oriented programming, concurrency, memory management. [SE]

Programming Tools
CSE 224
5 Credits/Units
5 hours of lecture
Study of tools and techniques that facilitate programming and debugging, including debuggers, profilers, and scripting. [SE]
INTRODUCTION TO MAC/OS
CTEC 103 3 Credits/Units
3 hours of lecture
Introduction to the Macintosh operating system. Course emphasizes the feel and function of the Macintosh, conveying the Macintosh as a visual environment. Visual cues and identification of the concepts that make a Macintosh unique will be stressed. [GE]

IT SUPPORT
CTEC 104 3 Credits/Units
3 hours of lecture
Communication skills for working in a technical environment. Topics covered: professional ethics and behavior, health and safety issues, and developing a service attitude. [GE,HR]

INFORMATION TECHNOLOGY FUNDAMENTALS
CTEC 106 5 Credits/Units
5 hours of lecture
Provides foundational skills utilized in information and computer technology and a functional understanding of information technology-related careers. Topics include hardware and software technologies, configuring and setting up workstations, network fundamentals and computer security. Course is based on CompTIA IT Fundamentals certification. [GE]

POWERSHELL FUNDAMENTALS
CTEC 111 3 Credits/Units
3 hours of lecture
Provides skills and experience in the Windows PowerShell command line environment for preparation towards careers in computer and information technology related fields. Topics include command line syntax, file system interactions and managing network systems in PowerShell, scripting, functions and using PowerShell with Active Directory.

INTERNET RESEARCH AND LIVING ONLINE
CTEC 115 3 Credits/Units
3 hours of lecture
Introduction to global networking and the Internet with an emphasis on the basic skills for interacting and utilizing the Internet for research. Topics include strategies for locating, analyzing and evaluating information, as well as network fundamentals, Internet origins, social, legal and ethical issues regarding Internet interactions. [GE]

USER EXPERIENCE DESIGN
CTEC 117 4 Credits/Units
2 hours of lecture / 4 hours of lab
Investigation into the field of user experience design, web usability and interaction design. Focus on strategies and best practices to better understand how to create successful user experiences. Topics include fundamentals of user centered design, user research, the role of design thinking in user experience design, user testing, information architecture and interface design. Students will design and conduct usability testing. [GE]

PHP WITH SQL I
CTEC 121 5 Credits/Units
5 hours of lecture
Fundamental concepts related to designing and writing computer programs and procedures. Topics include: problem-solving techniques, program design, coding, debugging, testing and documentation. Students will use the Python programming language to write simple programs while being exposed to concepts common to all programming. The course serves as an available prerequisite pathway for further studies in programming. [Q,CP]

HTML FUNDAMENTALS
CTEC 122 4 Credits/Units
4 hours of lecture
Introduction to website development through the mastery of the fundamentals of HTML, XHTML, and CSS coding for web pages. Intended to give the student the basic skills required to hand-code web pages from scratch. A website will be developed in compliance with current web standards, practices, and usability. Topics include: XHTML, HTML5, CSS, CSS#, web server organization and structure, text editors, images, links, lists, forms, tables, and code validation. [SE]

JAVASCRIPT
CTEC 126 5 Credits/Units
5 hours of lecture
Introduction to the fundamentals and concepts of JavaScript including web scripting with jQuery, AJAX, and related libraries. Student will create dynamic websites and code demonstrating for debugging and testing JavaScript based design and code functionality. [GE]

MICROSOFT WINDOWS OS FUNDAMENTALS
CTEC 130 3 Credits/Units
3 hours of lecture
Fundamental Windows interactions and key skills and issues important in providing support for Windows users. Topics include basic interactions with Windows, system configuration, installing and upgrading systems, managing devices, system maintenance and other support issues. Course is based on the Windows Operating System Microsoft Technology Associate (MTA) Certification, which students will have an opportunity to earn as a component of the course curriculum. [GE]
### Microsoft Networking Fundamentals
CTEC 131
3 Credits/Units
5 hours of lecture
Foundational concepts and skills associated with computer networking. Topics include basics of local area networking and wide area networks, the OSI Model, wired and wireless networks, Internet Protocol/ Transmission Control Protocol (TCP/IP), and network security. Course is based on the Networking Fundamentals Microsoft Technology Associate (MTA) Certification, which students will have an opportunity to earn as a part of the course curriculum. [GE]

### Microsoft Windows Server Fundamentals
CTEC 132
4 Credits/Units
4 hours of lecture
Foundational skills associated with Windows server installation, performance management and server maintenance. Topics include roles of servers, active directory and storage. Course is based on the Windows Network Administration Server Microsoft Technology Associate (MTA) Certification, which students will have an opportunity to earn as a component of the course curriculum. [GE]

### Microsoft Security Fundamentals
CTEC 133
3 Credits/Units
3 hours of lecture
Introduces concepts and fundamentals of network security. Topics include security layers, operating system security, network security and security software. Course is based on the Security Fundamentals Microsoft Technology Associate (MTA) Certification, which students will have an opportunity to earn as a component of the course curriculum. [GE]

### Microsoft Database Admin Fundamentals
CTEC 134
5 Credits/Units
5 hours of lecture
Provides a foundational overview of concepts, practices, and operation as associated with designing, developing and administrating a database. Topics include core database concepts, creating database objects, manipulating data, data storage, and administering a database. Students will have an opportunity to earn the Microsoft Database Administration Fundamentals Microsoft Technology Associate (MTA) certification as a component of the course curriculum. Familiarity with Windows and MS Office highly recommended. [GE]

### Microsoft Software Development With C# Fundamentals
CTEC 135
5 Credits/Units
5 hours of lecture
Fundamental concepts related to developing desktop and web applications with the Microsoft C# programming language including the use of Microsoft SQL relational database management system. Topics covered include: program design, object-oriented and procedural coding, debugging, testing and documentation. Opportunity to earn the Microsoft Software Development Fundamentals Microsoft Technology Associate (MTA) certification as a component of the course curriculum. [GE]

### WordPress I
CTEC 160
5 Credits/Units
5 hours of lecture
An overview of the WordPress platform for individuals seeking to create websites for personal or professional use. Basics on WordPress use, installation, content management, and configuration as well as intermediate and more advanced areas such as WordPress Themes, Plugins, and use of advanced settings. Prior web publishing experience not required. Familiarity with web browsers and email is highly recommended. [GE]

### Business Web Practices
CTEC 165
4 Credits/Units
4 hours of lecture
Business Web Practices surveys business standards and professional best practices for professions associated with web content creation, web design, and web development. Topics include distinctions between freelance, contracted and salaried work environments, web production practices in content strategy, project management, workflow and version control, current practices in marketing, web analytics and search engine optimization, and legal and ethical issues. [GE]

### Web Content And Social Media
CTEC 166
5 Credits/Units
5 hours of lecture
Exploration and survey of best practices relating to the creation, curation and promotion of web content. Topics include: audience analysis, interaction design, content strategy and marketing, legal and ethical consideration, social media interactions, web accessibility and professional standards for written communications and design.

### Cooperative Work Experience
CTEC 199
1-5 Credits/Units
15 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

### Help Desk Technician I
CTEC 200
3 Credits/Units
1 hours of lecture / 6 hours of clinical
Technical support work experience for a real world learning environment that supports technology needs for the local community. All areas of customer technology support environments are emphasized including communication, networking, customer tracking, troubleshooting, documentation and customer relations. Activities include help desk service projects and professional development activities. [GE]

### Help Desk Technician II
CTEC 201
3 Credits/Units
1 hours of lecture / 6 hours of clinical
Continuation of CTEC 200 Help Desk Technician I. Technical support work experience for a real world learning environment that supports technology needs for the local community with opportunities and experience to serve in project supervisory roles. All areas of customer technology support environments are emphasized including communication, networking, customer tracking, troubleshooting, documentation and customer relations. Activities include help desk service projects, professional development activities, meeting attendance and managing a help desk. [GE]
Introduction To Managed Information Systems
CTEC 205 5 Credits/Units
5 hours of lecture
Overview of the role of management information systems in business by supporting a wide range of organizational functions from routine organizational transactions to managerial strategic decision making. Emphasis is on terminology associated with IT and hands-on labwork utilizing common business and IT applications. Familiarity and prior experience with Microsoft Excel spreadsheets and Access databases is highly recommended. [GE]

CompTIA A+ Fundamentals
CTEC 213 4 Credits/Units
4 hours of lecture
Covers the skills required to install, configure and troubleshoot PC operating systems and networking software for desktop computers and mobile devices. Course is based on outcomes and objectives related to the CompTIA A+ certifications. [GE] [PNP]

CompTIA A+ Operating Systems & Networking
CTEC 214 4 Credits/Units
4 hours of lecture
Covers the skills required to install, configure and troubleshoot PC operating systems and networking software for desktop computers and mobile devices. Course is based on outcomes and objectives related to the CompTIA A+ certification. [GE] [PNP]

PHP With SQL II
CTEC 227 5 Credits/Units
5 hours of lecture
A continuation of the CTEC 127, PHP I course, extending PHP skills with object-oriented programming, API management, PHP security, AJAX integration, and version control. Current best practices in the commercial web industry will be emphasized. [GE]

CompTIA Security+
CTEC 233 5 Credits/Units
5 hours of lecture
Covers the essential principles for network security and risk management. Topics include cloud security, expansion of Virtualization and how to secure it, mobile device security and analysis of metrics obtained from monitoring and tracking tools. Course is based on, and is intended for, students to prepare for the CompTIA Security+ certification. [GE]

CompTIA Cybersecurity
CTEC 235 5 Credits/Units
5 hours of lecture
Covers critical knowledge and skills that are required to prevent, detect and combat cybersecurity threats. Covers tools such as packet sniffers, intrusion detection systems (IDS) and security information and event management (SIEM) systems. The class is based on the CompTIA Cybersecurity Analyst (CSA+) certification. [GE]

UNIX Network Administration & Security
CTEC 240 5 Credits/Units
5 hours of lecture
Skills development for configuring and administering a TCP/IP network. Topics include configuring basic networking, client services, file sharing services, major network services, cryptography, user, file, and network security, and other relevant topics. [GE]

Web And Interface Design I
CTEC 270 4 Credits/Units
2 hours of lecture / 4 hours of lab
Fundamentals of web design and site development. Students learn web authoring standards, tools and techniques to conceive, design, produce and publish web sites. Topics include client and marketing analysis, information architecture, conceptual and visual design, workflow and team process, coding, content integration and website testing.

Web And Interface Design II
CTEC 271 4 Credits/Units
2 hours of lecture / 4 hours of lab
Further study in web design and site development. Focus on web authoring trends and strategic methodology to better understand how to extend website functionality and value. Topics include strategies such as cross platform and browser compatibility, content management, search engine optimization, site statistics, accessibility, project management and maintenance planning. [GE]

Emerging Technologies
CTEC 275 5 Credits/Units
5 hours of lecture
Overview of robotics, artificial intelligence and 3D printing. Topics: interactive review of statistics, machine learning, artificial intelligence, review of the Python programming, security in robotics, and big data analysis. Apply programming skills for robotic devices, Artificial Intelligence and machine learning services. Develop 3D models that will be generated on 3D printers. [GE]

Selected Topics
CTEC 280 1-6 Credits/Units
6 hours of lecture
Varying topics. May be repeated for credit. [GE]

Special Projects
CTEC 290 1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize, and complete special projects approved by the department. [GE]

Web Skills Portfolio
CTEC 293 5 Credits/Units
9 hours of clinical
Capstone projects and activities for Web Development AAT. Create a website and an online presence that will demonstrate proficiency in various skill sets of web development. Develop resume and professional branding, perform job research, develop job search strategies, and make contacts with potential employers. [GE]

Capstone Experience
CTEC 295 3 Credits/Units
3 hours of lecture
Capstone experience for CTEC degree and certificate, to assess and refine final skill set. Focus on developing and engaging in learning experiences to demonstrate and expand workplace skills and abilities. Development of employment-package resources and job-acquisition strategies. [GE]

CTEC Electives
CTEC 700 1-99 Credits/Units
This course is used for transfer credit only. Zero-level and remedial coursework.

CTEC Electives
CTEC 800 1-99 Credits/Units
This course is used for transfer credit only. General electives
CUISINE (CUIS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIS 110</td>
<td>Culinary Fundamentals I</td>
<td>5</td>
</tr>
<tr>
<td>CUIS 111</td>
<td>Culinary Fundamentals II</td>
<td>8</td>
</tr>
<tr>
<td>CUIS 120</td>
<td>Culinary Fundamentals III</td>
<td>5</td>
</tr>
<tr>
<td>CUIS 121</td>
<td>Culinary Fundamentals IV</td>
<td>8</td>
</tr>
<tr>
<td>CUIS 130</td>
<td>Culinary Fundamentals V</td>
<td>5</td>
</tr>
<tr>
<td>CUIS 131</td>
<td>Culinary Fundamentals VI</td>
<td>8</td>
</tr>
<tr>
<td>CUIS 140</td>
<td>Culinary Fundamentals VII</td>
<td>2</td>
</tr>
<tr>
<td>CUIS 141</td>
<td>Meat Cutting And Fabrication</td>
<td>3</td>
</tr>
<tr>
<td>CUIS 142</td>
<td>Wine, Beer, Spirits And Food Pairings</td>
<td>2</td>
</tr>
<tr>
<td>CUIS 143</td>
<td>Banquet And Buffet Planning And Execution</td>
<td>2</td>
</tr>
<tr>
<td>CUIS 144</td>
<td>Wine Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>CUIS 145</td>
<td>Restaurant Baking</td>
<td>3</td>
</tr>
<tr>
<td>CUIS 146</td>
<td>Culinary Essentials</td>
<td>5</td>
</tr>
<tr>
<td>CUIS 147</td>
<td>Barbeque Basics</td>
<td>4</td>
</tr>
<tr>
<td>CUIS 148</td>
<td>Advanced Garde Manger</td>
<td>2</td>
</tr>
</tbody>
</table>

1 hours of lecture / 6 hours of lab
Introduction to fundamentals of cooking. Includes history of food service industry, professionalism in the workplace, kitchen safety and sanitation, nutrition, equipment, kitchen math, weights and measures, knife skills, aromatics and flavorings. Theory of cooking methods, stocks and sauces.

2 hours of lecture / 6 hours of lab
Hands-on preparation of product utilizing those skills introduced in culinary fundamentals I. Emphasizes kitchen safety, knife skills, basic cooking preparations, sanitation, stock preparation, basic meat/protein fabrication. Production for customer service and application of techniques through kitchen station rotation.

16 hours of lab
Hands-on preparation of product utilizing those skills introduced in culinary fundamentals I and II through kitchen station rotation. Emphasis on breakfast cookery, healthy cooking, regional and international dishes for customer service. Apply cooking techniques and refine customer service through kiosk service and station rotation.

16 hours of lab
Introduction to restaurant-level cooking, menu planning, preparing/producing complete meals, restaurant and dining organization. Focus on recipe conversions, yields, and yield grades, fabrication, plate presentation, inventory and cost controls.

16 hours of lab
Hands-on preparation of product utilizing those skills introduced in culinary fundamentals theory through kitchen station rotation. Emphasis on breakfast cookery, healthy cooking, regional and international dishes for customer service. Apply cooking techniques and refine customer service through kiosk service and station rotation.

16 hours of lab
Hands-on preparation of product utilizing those skills introduced in culinary fundamentals theory through kitchen station rotation. Emphasis on breakfast cookery, healthy cooking, regional and international dishes for customer service. Apply cooking techniques and refine customer service through kiosk service and station rotation.

1 hours of lecture / 2 hours of lab
Hands-on practical application of Garde Manger applications including garnishes, carvings and classic chaud froid.
<table>
<thead>
<tr>
<th>Applied Professional Development</th>
<th>Selected Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>CUIS 200 9 Credits/Units</td>
<td>CUIS 200 5 Credits/Units</td>
</tr>
<tr>
<td>1 hours of lecture / 16 hours of lab</td>
<td>5 hours of lecture</td>
</tr>
<tr>
<td>Apply acquired knowledge providing food service to the campus community through Kiosk cookery. Students will rotate within various cooking stations to hone culinary skills preparation of second year curriculum.</td>
<td>Selected topics in Cuisine. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the quarterly class schedule. [GE]</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Special Projects</strong></td>
</tr>
<tr>
<td>CUIS 210 5 Credits/Units</td>
<td>CUIS 290 1-6 Credits/Units</td>
</tr>
<tr>
<td>2 hours of lecture / 6 hours of lab</td>
<td>6 hours of lecture</td>
</tr>
<tr>
<td>Advanced theory with emphasis on international and regional cuisine including terminology, nutrition discussion, menu feasibility and ingredient identification, international cooking methods and adaptations. Advanced plate presentation, garnitures, menu writing and recipe study. Understanding of management skills focusing on team leadership. Introduction to banquet and buffet.</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td><strong>Management</strong> And <strong>Banquet Theory</strong></td>
<td><strong>CUIS Electives</strong></td>
</tr>
<tr>
<td>CUIS 220 5 Credits/Units</td>
<td>CUIS 800 1-99 Credits/Units</td>
</tr>
<tr>
<td>2 hours of lecture / 6 hours of lab</td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
<tr>
<td>Explores the expectations of a kitchen manager through numerous aspects of the position including leadership, safety and sanitation, training, production and service, menu and sales analysis and cost control. Banquet and catering practices. Identify and arrange internship with a local food service vendor. Plan activities in preparation of final quarter capstone project.</td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong> <strong>Practices</strong></td>
<td><strong>Cuisine Capstone</strong></td>
</tr>
<tr>
<td>CUIS 221 8 Credits/Units</td>
<td>CUIS 230 6 Credits/Units</td>
</tr>
<tr>
<td>16 hours of lab</td>
<td>1 hours of lecture / 10 hours of lab</td>
</tr>
<tr>
<td>Utilizing acquired skills, supervise workers in food service settings. Manage product ordering, inventory and control for selected menu. Display proper execution of the entire menu including preparation, personnel management, service, menu and sales analysis.</td>
<td>In conjunction with the management of assigned kitchen stations, students in their final quarter shall plan and execute one or more restaurant dinner service, and/or banquet service to include menu planning, inventory and requisition, kitchen management and function execution.</td>
</tr>
<tr>
<td><strong>Industry</strong> <strong>Internship</strong></td>
<td><strong>Industry Internship</strong></td>
</tr>
<tr>
<td>CUIS 231 4 Credits/Units</td>
<td>CUIS 231 12 hours of clinical</td>
</tr>
<tr>
<td>12 hours of clinical</td>
<td>Supervised on-the-job work experience at an approved industry location in the local community with specific learning objectives and employer evaluation. Students will apply and hone their culinary skills, as well as, further develop employment skills within industry.</td>
</tr>
</tbody>
</table>
DENTAL HYGIENE (DH)

Selected Topics Lab
DH 281 1-5 Credits/Units
10 hours of lab
Selected topics in dental hygiene. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable.

Pharmacology
DH 282 1 Credit/Unit
1 hours of lecture
Introduction to the classification, pharmacodynamics, dosages, and therapeutic effects of drugs most commonly encountered or prescribed by the dental office. Topics include drugs of abuse, autonomic nervous system, gastrointestinal, respiratory, vitamin, and minerals. [GE]

Clinical Dental Hygiene Techniques I
DH 283 6 Credits/Units
3 hours of lecture / 6 hours of lab
Basic theory and pre-clinical practice at the introductory level in patient assessment, care planning, management, and periodontal therapy. Includes prevention and control of oral disease and proper safety and infection control procedures. [GE]

Oral Medicine
DH 284 2 Credits/Units
2 hours of lecture
Introduction to the evaluation of medical/dental histories in preparation for dental hygiene treatment. Includes the most commonly encountered oral and systemic diseases, pertinent drugs, and introduction in managing dental/medical emergencies. [GE]

Periodontics
DH 285 3 Credits/Units
2 hours of lecture / 2 hours of lab
Introduction to histological and clinical characteristics of normal and diseased periodontium. Introduction to tooth accumulated materials and preventive oral aids. [GE]

Dental Anatomy
DH 286 3 Credits/Units
3 hours of lecture
Anatomy, embryology, and histology of the human dentition and surrounding oral structures as they apply to the practice of dental hygiene. Emphasis on tooth development and associated vocabulary, tooth identification and differentiation, and tooth numbering systems. [GE]

Special Projects
DH 290 1-15 Credits/Units
15 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE] [PNP]

Introduction To Digital Management Systems
DH 292 1 Credit/Unit
2 hours of lab
An introduction to axiUm - the digital management system designed for dental patient records, student clinical assessments, and radiography. Students will learn to navigate the system, enter data pertaining to clinical patient treatment, and track clinical skills assessments. [GE]
Continuation of the classification, pharmacodynamics, dosages, and therapeutic effects for drugs most commonly encountered or prescribed by the dental office. Topics include endocrine, psychotherapeutic, sedative/hypnotic, anti-anxiety, anticonvulsants, ophthalmic, anti-neoplastic, immune function, anti-Parkinson, and Alzheimer’s disease medications. [GE]

Clinical Dental Hygiene Techniques II Lab
DH 394 0.5 Credits/Units 1 hours of lab
Clinical practice at a developmental level, evaluating the potential treatment needs of a diverse community including reviewing medical histories, current medications, and general oral and systemic health assessments.

Pharmacology III
DH 384 1 Credit/Unit 1 hours of lecture
Continuation of the classification, pharmacodynamics, dosages, and therapeutic effects for drugs most commonly encountered or prescribed by the dental office. Topics include antimicrobial, antifungal, and antiviral medications, opioid and non-opioid analgesics, and cardiovascular medications. [GE]

Ethics And The Profession
DH 353 1 Credit/Unit 1 hours of lecture
Basic ethical principles and ethical problem solving methods. Includes the Principles of Ethics of the American Dental Hygienist Association and Washington State Laws applicable to the practice of dental hygiene. These elements will enable the student to apply professional attitudes and judgments when treating clinical patients. [GE]

Clinical Dental Hygiene Techniques III Lab
DH 393 0.5 Credits/Units 1 hours of lab
Clinical practice at an introductory level, evaluating the potential treatment needs of a diverse community including reviewing medical histories, current medications, and general oral and systemic health assessments.
Laboratory practice in expanded duties as allowed by Washington State law. Emphasis on placement of amalgam and composite restorations. [GE]

Clinical Dental Hygiene Techniques V
DH 412  8 Credits/Units
16 hours of lab
Introduction to development level of advanced instrumentation and patient treatment techniques. [GE]

Clinical Dental Hygiene Techniques VI
DH 413  8 Credits/Units
16 hours of lab
Developmental level of advanced instrumentation and patient treatment techniques. [GE]

Clinical Dental Hygiene Techniques VII
DH 414  8 Credits/Units
16 hours of lab
Demonstration and integration of advanced skills and knowledge with an emphasis on preparation for the practice of dental hygiene. [GE]

Restorative Dentistry III
DH 433  4 Credits/Units
1 hours of lecture / 6 hours of lab
Clinical and laboratory practice in expanded duties as allowed by Washington State law. Topics include restorative dentistry and associated procedures, dental analgesia, local anesthetic, current dental material evaluation and product selection for use in clinical practice. [GE]

Restorative Dentistry IV
DH 434  3 Credits/Units
1 hours of lecture / 4 hours of lab
Mastery of restorative skills to include clinical and lab practice in expanded duties as allowed by Washington State law. Completion of restorative capstone project, encompassing depth and breadth of knowledge acquired from supportive course work. [GE]

Restorative Dentistry III Lab
DH 443  1.5 Credits/Units
3 hours of lab
Clinical practice at an introductory to developmental level, treating a diverse population of community members. Skills include placing and finishing restorations, practicing local anesthesia, and evaluating dental materials for use in the clinical setting.

Restorative Dentistry IV Lab
DH 444  1.5 Credits/Units
3 hours of lab
Clinical practice at a developmental to Demonstration-and-Integration-of-Skills-and-Knowledge (DISK) level, treating a diverse population of community members. Skills include placing and finishing restorations, practicing local anesthesia, and evaluating dental materials for use in the clinical setting.

Special Needs Populations I
DH 451  1 Credit/Unit
1 hours of lecture
Issues regarding techniques and strategies for identifying, assessing, and treating patients with special needs and developing technological expertise to access special needs information through various media. [GE]

Special Needs Populations II
DH 452  1 Credit/Unit
1 hours of lecture
Researching academic, behavioral, and clinical techniques to determine the performance necessary in all phases of patient treatment for a population with special needs. In-depth independent research on a special needs population, as it relates to dental hygiene care. [GE]

Nitrous Oxide Sedation
DH 471  1 Credit/Unit
1 hours of lecture
Exploration of nitrous oxide sedation as it applies to the practice of dentistry and dental hygiene. Emphasis on patient evaluation, pharmacodynamics, and administration methods and safety issues. Minimum of three clinical patient inductions and recoveries required. Meets multi state licensure requirements for the provisions of nitrous oxide and includes 10 hours of lecture, 3 clinical, and 1 hour written final for a total of 14 hours. [GE] [PNP]
Periodontics II
DH 472 2 Credits/Units
2 hours of lecture
Etiological factors in the periodontal disease process including host response, contributing and risk factors, classifications of periodontal diseases, and HIV and periodontitis. Current methods used to assess and evaluate periodontal disease in a patient will be covered. [GE]

Periodontics III
DH 473 2 Credits/Units
2 hours of lecture
Evidence-based periodontal disease treatment modalities including non-surgical procedures, modulation of the host response, antimicrobials, lasers, and reevaluation and maintenance procedures. [GE]

Selected Topics
DH 480 1-9 Credits/Units
9 hours of lecture
Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the quarterly class schedule. Please refer to course syllabus for details. [GE]

Selected Topics
DH 481 1-9 Credits/Units
18 hours of lab
Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the quarterly class schedule. Please refer to course syllabus for details.

Capstone
DH 484 3 Credits/Units
3 hours of lecture
The capstone course is an opportunity for students to demonstrate that they have achieved the learning outcomes established by the Clark College Dental Hygiene program. Designed to assess ethical, cognitive, affective, and psychomotor learning in a learner-centered and learner-directed manner. Students will create a resume and cover letter as well as develop their interview skills. The capstone course requires an e-portfolio, which serves as an instrument of program assessment. [GE]

Special Projects
DH 490 1-9 Credits/Units
9 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE] [PNP]

Special Projects
DH 491 1-9 Credits/Units
18 hours of lab
Opportunity to plan, organize and complete special projects approved by the department. [GE] [PNP]

DH Electives
DH 800 1-99 Credits/Units
This course is used for transfer credit only. General electives
## DIESEL TECHNOLOGY (DIES)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIES 96</td>
<td>Engines</td>
<td>3</td>
<td>3</td>
<td>Specialized training in Cummins engine theory, troubleshooting, tune-up, maintenance, repair, and safety.</td>
</tr>
<tr>
<td>DIES 111</td>
<td>Diesel</td>
<td>5</td>
<td>5</td>
<td>Introduction to diesel engine construction and principles of operation. Basics of physics and engineering as related to operation of diesel engines. Basic shop tools and safety. [GE]</td>
</tr>
<tr>
<td>DIES 112</td>
<td>Diesel</td>
<td>10</td>
<td>5 - 10</td>
<td>Disassembly, inspection, assembly, and adjustment of various diesel engines used in highway and off-highway vehicles. [GE] [PNP]</td>
</tr>
<tr>
<td>DIES 113</td>
<td>Diesel/Fuel Systems</td>
<td>5</td>
<td>5</td>
<td>Repair, adjustment and testing procedures for diesel engines, components and systems. Introduction to fuel systems used and electronic controls used on modern diesel engines. [GE]</td>
</tr>
<tr>
<td>DIES 114</td>
<td>Diesel</td>
<td>10</td>
<td>5 - 10</td>
<td>Test, adjust, and diagnostics of engines and maintenance practices. [GE] [PNP]</td>
</tr>
<tr>
<td>DIES 115</td>
<td>Drive</td>
<td>5</td>
<td>5</td>
<td>Principles of operation and basic construction of drive train components used in on- and off-highway equipment. [GE]</td>
</tr>
<tr>
<td>DIES 116</td>
<td>Diesel</td>
<td>10</td>
<td>5 - 10</td>
<td>Disassembly, inspection, assembly, and adjustments of drive train components. [GE] [PNP]</td>
</tr>
<tr>
<td>DIES 120</td>
<td>Basic</td>
<td>3</td>
<td>2 - 2</td>
<td>Introduction to basic electrical fundamentals needed by technicians to diagnose and repair vehicle electrical systems. [GE]</td>
</tr>
<tr>
<td>DIES 121</td>
<td>Electronic Engine Management Systems</td>
<td>3</td>
<td>2</td>
<td>Introduction to electronic engine management systems and emission technology. [GE]</td>
</tr>
<tr>
<td>DIES 122</td>
<td>Electronic Vehicle Control Systems</td>
<td>3</td>
<td>2</td>
<td>Introduction to electronic controls used in diesel and heavy equipment. [GE]</td>
</tr>
<tr>
<td>DIES 221</td>
<td>Electrical/Electronic Systems</td>
<td>5</td>
<td>5</td>
<td>Charging, starting, lighting, and control circuits and components used on heavy equipment and highway trucks. [GE]</td>
</tr>
<tr>
<td>DIES 225</td>
<td>Brakes, Steering, And Suspension</td>
<td>5</td>
<td>5</td>
<td>Hydraulic and air brake systems, steering and suspension used on highway trucks, and heavy equipment. [GE]</td>
</tr>
<tr>
<td>DIES 280</td>
<td>Selected Topics</td>
<td>1-5</td>
<td>5</td>
<td>The course focuses on selected topics in Diesel. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedule. [GE] [PNP]</td>
</tr>
<tr>
<td>DIES 290</td>
<td>Special Projects</td>
<td>1-5</td>
<td>5</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>DIES 800</td>
<td>DIES Electives</td>
<td>1-99</td>
<td>5</td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
</tbody>
</table>
DIGITAL MEDIA ARTS

Photoshop Raster Graphics
DMA 101 4 Credits/Units
2 hours of lecture / 4 hours of lab
Fundamentals of digital imaging using Adobe Photoshop. Focus on visual problem solving and software techniques to capture, correct, create and combine images for print and digital media. Topics include image sourcing, resolution, tone and color correction, retouching, painting, image manipulation, compositing, animated graphics, design and production considerations. [C,CPHR,GE,SE]

Illustrator Vector Graphics
DMA 102 4 Credits/Units
2 hours of lecture / 4 hours of lab
Fundamentals of vector drawing using Adobe Illustrator. Focus on visual problem solving and software techniques to draw, trace, transform and create graphics for print and digital media. Topics include drawing tools, path editing, shape manipulation, object layering, line styling, brush textures, typography, gradient shading, patterns, design and production considerations. [C,CPHR,GE,SE]

Motion Graphics And Animation I
DMA 104 4 Credits/Units
2 hours of lecture / 4 hours of lab
Introduction to motion design and 2D animation principles. Use digital tools to create visual content and messaging for digital media communications. Focus on concept ideation, narrative structure, animated storytelling, motion infographics, dynamic typography, integration of audio/visual and special effects. Includes design and production considerations.

Professional Practices And Portfolio I
DMA 114 4 Credits/Units
2 hours of lecture / 4 hours of lab
Prerequisite: Consent of Instructional Unit.
Examination of the digital media arts industry and practical experience in creating a personalized plan and portfolio. Gain a comprehensive understanding of the creative business market, professional practices, jobs, trends, technologies and opportunities. Activities include research, guest speakers, field trips, interviews, networking, online or in-person events, mid-program assessment, action planning, presentations and portfolio review. [C,CPHR]

Cooperative Work Experience
DMA 199 1-4 Credits/Units
12 hours of clinical
Supervised, work-based learning experience that enables students to demonstrate specialized occupational skills and knowledge. Specific learning objectives are developed by the College and the employer. Upon completion, employer and student evaluations are discussed. [GE]

Video And Sound Production II
DMA 202 4 Credits/Units
2 hours of lecture / 4 hours of lab
Further study in digital video and sound production. Develop advanced proficiency to plan, produce and publish videos that tell a compelling story, provide informative or educational value and/or encourage a call to action. Focus on conceptual thinking, video composition, lighting design, audio editing, professional practices and promotional strategies. May include client projects or team-based experience. [C,CPHR,GE,SE]

Motion Graphics And Animation II
DMA 204 4 Credits/Units
2 hours of lecture / 4 hours of lab
Further study in motion design and 2D animation strategies. Develop advanced proficiency to convey message and meaning through storytelling and integrated motion media presentations. Focus on conceptual thinking, information design, professional practices and workflow, visual messaging and marketing considerations. May include client projects or team-based experience. [C,CPHR,GE,SE]

Video And Sound Production II
DMA 202 4 Credits/Units
2 hours of lecture / 4 hours of lab
Introduction to video and sound production for online, mobile or digital media communication. Learn all aspects of the digital video workflow from pre-production context (concept, message, storyboard, scriptwriting) to production roles, methods and styles (narrative, documentary, persuasive, experimental) to post-production practices (video editing, audio and media integration, optimization and delivery platforms). [C,CPHR,GE,SE]
## DRAMA (DRMA)

**Acting I**
- **DRMA 140**
  - 4 Credits/Units
  - 3 hours of lecture / 2 hours of lab
  - Techniques and principles of acting. [HB, SE]

**Acting II**
- **DRMA 141**
  - 4 Credits/Units
  - 3 hours of lecture / 2 hours of lab
  - Continuation of DRMA 140. Emphasis on scene study, characterization, and period styles of acting. [GE, HB, SE]

**Basic Stagecraft**
- **DRMA 150**
  - 4 Credits/Units
  - 2 hours of lecture / 4 hours of lab
  - Principles and techniques of scenery construction and painting. Students will also learn the use of shop tools. [GE, HB, SE]

**Stage Make-Up**
- **DRMA 152**
  - 3 Credits/Units
  - 3 hours of lecture
  - Design and application of stage make-up. Formerly THEA 152. [GE, HB, SE]

**Introduction To Cinema**
- **DRMA 154**
  - 5 Credits/Units
  - 5 hours of lecture
  - An introductory course in film history, production techniques, aesthetics, and the social impact of the American film industry from 1900 to the present. [HA]

**Cooperative Work Experience**
- **DRMA 199**
  - 1-5 Credits/Units
  - 15 hours of clinical
  - Supervised work experience in the community, completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]

**Stage Lighting Design**
- **DRMA 250**
  - 3 Credits/Units
  - 3 hours of lecture
  - Techniques and principles of stage and TV lighting design. Use of instruments and light control systems with a special emphasis on computerized light control. [HB, SE]

**Introduction To Script Analysis**
- **DRMA 254**
  - 5 Credits/Units
  - 5 hours of lecture
  - Close analysis and study of dramatic literature texts in terms of structure, genre, style, character, themes, language, and dramatic action. Plays are examined from the point of view of the actor, director, designer, producer, critic, scholar, writer, and audience. [GE, SE][PNP]

**Selected Topics**
- **DRMA 280**
  - 1-3 Credits/Units
  - 3 hours of lecture
  - Varying topics in theatre, as listed in the term class schedule. May be repeated for credit. [GE, SE]

**Special Projects**
- **DRMA 290**
  - 1-5 Credits/Units
  - 5 hours of lecture
  - Opportunity to plan, organize and complete special projects approved by the department in the areas of stage direction, scene lighting, costume design, make-up design, production or theatre history. [GE]
# EARLY CHILDHOOD EDUCATION (ECE)

**Child Development: Birth To Six**  
ECE 100  3 Credits/Units  
3 hours of lecture  
Online course in child growth and development from birth to age six years, including physical, emotional, cultural, cognitive, and creative age-related changes. Application to early childhood programs in centers and homes. [GE]

**Science And Mathematics For Young Children**  
ECE 102  3 Credits/Units  
3 hours of lecture  
Explores the theories, issues and applications of science and math concepts in activities and environments for preschool aged children. Investigates the strategies of teaching through the discovery and use of science and math curriculums in their surroundings. [GE]

**Individualized Instruction I**  
ECE 105  2 Credits/Units  
2 hours of lecture  
Theories and practices for inclusive early childhood education programs. Explores personal perceptions of disabilities and commonly held biases and the impact of environmental influences on ability. [GE]

**Individualized Instruction II**  
ECE 106  2 Credits/Units  
1 hours of lecture / 2 hours of lab  
Theories and practices for inclusive early childhood programs. Documents a student's interests, strengths, and needs and develops an inclusion plan that supports those areas. [GE]

**Early Childhood Education Workshops**  
ECE 111  1-3 Credits/Units  
3 hours of lecture  
In-service and special topic seminars for those currently working with groups of young children. Each 3-week session is offered for one credit. Students may take any or all of the sessions. A maximum of six credits of ECE 111 may be applied to major area requirements for a degree in Early Childhood Education. [GE]

**Literature And Storytelling For Children**  
ECE 116  2 Credits/Units  
2 hours of lecture  
Introduction to the value of storytelling and the use of literature as tools in the development of children. Literature and storytelling has the ability to speak to our 'souls' and it is the intent of this class to reclaim for some and validate for others the value of literature as a tool with children and for ourselves. Through small and large group discussions as well as diverse experiences, co-learners will have an opportunity to develop an understanding of book selection, delivery styles, bibliotherapy, and community resources for acquiring literature and networking with professionals in the field of Early Childhood Education. [GE]

**Reflective Practices In Early Learning**  
ECE 133  3 Credits/Units  
3 hours of lecture  
A comprehensive overview and theoretical exploration of perspectives regarding multiple contexts including race, culture, ethnicity, language, class, gender, sexual orientation, atypical and typical abilities. Focus on biases that may impact learners' work as reflective practitioners working with children and families. Focus on effective anti-bias strategies. Meets General Education transfer requirements. [GE][PPI]

**Partnerships With Families In Early Care & Educ**  
ECE 135  3 Credits/Units  
3 hours of lecture  
Developing effective partnerships with families in early care and education programs. Topics include family-centered theories and practices related to welcoming families and building relationships, communicating, working through conflicts, honoring diversity, family involvement and support, and parent education. [GE]

**Cooperative Work Experience**  
ECE 199  1-3 Credits/Units  
9 hours of clinical  
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluations. Completion of, or concurrent in, HDEV 195, 198, or 200 required. [GE]

**Learning Experiences For Young Children II**  
ECE 211  3 Credits/Units  
3 hours of lecture  
Further develop curriculum planning processes with a special emphasis on scheduling and project approach planning using observations of children's play and knowledge of child development. Areas of study include science, math, group experiences, music/movement, and outdoors. Conduct case studies and provide peer support and feedback. [GE]

**Learning Experiences For Young Children II Lab**  
ECE 212  2 Credits/Units  
4 hours of lab  
Lab experience in Early Childhood Education Laboratory School. Plan, implement and analyze plans in relation to relevant topics in ECE 211. [GE]

**Learning Experiences For Young Children III**  
ECE 213  3 Credits/Units  
3 hours of lecture  
Further develop curriculum planning processes with special emphasis on emergent and integrated thematic approaches while applying knowledge of multiple intelligences. Areas of study include parent/teacher relationships, teacher development stages, staff communication and relationships. In-depth study of individual and cultural diversity as related to knowledge of child development. [GE]

**Learning Experiences For Young Children III Lab**  
ECE 214  2 Credits/Units  
4 hours of lab  
Lab experiences in Early Childhood Education Laboratory School. Plan, implement and analyze plans in relation to relevant topics in ECE 213. [GE]
Early Childhood Education (ECE)

Early Childhood Seminar
ECE 215 2 Credits/Units
2 hours of lecture
Concurrent enrollment in ECE 199, 15 hours per week required as field placement for students in teaching degree program.
Seminar on professionalism, ethics and issues in teaching and administration. [GE]

Learning Experiences Lab Sec
ECE 222 1 Credit/Unit
2 hours of lab
Lab experience in Early Childhood Education Laboratory School. Plan, implement and analyze plans in relation to relevant topics in ECE 211. [GE][PNP]

Learning Experience Lab Section
ECE 224 1 Credit/Unit
2 hours of lab [PNP]

Selected Topics
ECE 280 1-3 Credits/Units
3 hours of lecture
Selected topics in Early Childhood Education as listed in the term class schedule. May be repeated for credit. [GE]

Special Projects
ECE 290 1-3 Credits/Units
3 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

ECE Electives
ECE 800 1-99 Credits/Units
This course is used for transfer credit only. General electives

ECE Electives
ECE 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies
## EARLY CHILDHOOD EDUCATION (ECED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture/Lab</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED&amp; 105</td>
<td>Introduction To Early Childhood Education</td>
<td>5</td>
<td>5</td>
<td>Explore the foundations of early childhood education. Examine theories defining the field, issues, trends, best practices, and program models. Observe children, professionals and programs in action. [SE]</td>
</tr>
<tr>
<td>ECED&amp; 107</td>
<td>Health/Safety/Nutrition</td>
<td></td>
<td>5</td>
<td>Introduction to implementation of equitable health, safety and nutrition standards for the growing child in group care. Focus on federal Child Care Block Grant funding (CCDF) requirements, WA state licensing and Head Start Performance standards. Develop skills necessary to keep children healthy safe, report abuse neglect, and connect families to community resources. [GE]</td>
</tr>
<tr>
<td>ECED&amp; 120</td>
<td>Practicum-Nurturing-Rel</td>
<td>2</td>
<td>1/2</td>
<td>Concurrent enrollment in ECED&amp; 105. In an early learning setting, engage in establishing nurturing, supportive relationships with all children and professional peers. Focus on children's health safety, promoting growth development, and creating a culturally responsive environment. [SE]</td>
</tr>
<tr>
<td>ECED&amp; 132</td>
<td>Infants/Toddler Care</td>
<td>3</td>
<td>3</td>
<td>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. [GE]</td>
</tr>
<tr>
<td>ECED&amp; 134</td>
<td>Family Care Management</td>
<td>3</td>
<td>3</td>
<td>Learn how to manage a family childcare program. Topics include: licensing requirements, record-keeping, relationship building, communication strategies, guiding behavior, and promoting growth and development. [GE]</td>
</tr>
<tr>
<td>ECED&amp; 139</td>
<td>Administration Of ECE</td>
<td>3</td>
<td>3</td>
<td>Develop administration skills required to develop, operate, manage and improve early childhood education and care programs. Acquire basic business management skills. Explore resources and supports for meeting Washington State licensing and professional NAEYC standards. [GE]</td>
</tr>
<tr>
<td>ECED&amp; 160</td>
<td>Curriculum Development</td>
<td>5</td>
<td>5</td>
<td>Investigate learning theory, program planning, tools and methods for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in children birth through age 8 utilizing developmentally appropriate and culturally responsive practice. [GE]</td>
</tr>
</tbody>
</table>

### Learning Environments

ECED& 170
3 hours of lecture
Focuses on the adult's role in designing, evaluating, and improving indoor and outdoor environments that ensure quality learning, nurturing experiences, and optimize the development of young children. [GE]

### Language and Literacy

ECED& 180
3 hours of lecture
Teaching strategies for language acquisition and literacy skill development examined at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading. [GE]

### Observation and Assessment

ECED& 190
3 hours of lecture
Practice collecting and presenting observation data of children, teaching practices and learning centers in an early childhood setting. [GE]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Lecture Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Introduction To Economics</td>
<td>3</td>
<td>3</td>
<td>Survey of economics. Key topics include current economic issues and processes related to ways individuals, groups, and whole societies produce, distribute, and utilize economic resources. This course is good preparation for the advanced Microeconomics and Macroeconomics courses. [SE,SS] [PNP]</td>
</tr>
<tr>
<td>ECON 110</td>
<td>Introduction To The Global Economy</td>
<td>5</td>
<td>5</td>
<td>Introduction to economic concepts and their use in the global economy. Topics include basic microeconomics and macroeconomics, international trade, balance of payments, exchange rates, international institutions, energy, war, and terrorism. Intended for economics and non-economics majors. This course is an alternative for Economics 101, with additional topics including in-depth study of international economic issues. [SE,SS]</td>
</tr>
<tr>
<td>ECON 120</td>
<td>International Economics</td>
<td>3</td>
<td>3</td>
<td>International economics, for both economics majors and non-economic majors, emphasizes the fundamental economic concepts for understanding today’s global economy. Topics include the basic concepts and tools of international economic analysis, including trade, trade policy, trading blocs, protectionism, exchange rate determination, managing currencies, multi-national corporations, labor, developing countries, and the environment. [SE,SS]</td>
</tr>
<tr>
<td>ECON 280</td>
<td>Selected Topics</td>
<td>1-5</td>
<td>5</td>
<td>Focus on selected topics in Economics. Because the course varies in theme and content, it is repeatable for credit. [GE,SE]</td>
</tr>
<tr>
<td>ECON 290</td>
<td>Special Projects</td>
<td>1-5</td>
<td>5</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>ECON 405</td>
<td>Managerial And Global Economics</td>
<td>5</td>
<td>5</td>
<td>Reviews basic issues in microeconomics, macroeconomics, and global economics. Topics include allocation of resources, economic systems, economic institutions and incentives, market structures and prices, and productivity. Also included are issues related to the global marketplace, aggregate supply and demand, and governmental policy towards business. [SS]</td>
</tr>
<tr>
<td>ECON 800</td>
<td>Electives</td>
<td>1-99</td>
<td></td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
<tr>
<td>ECON 900</td>
<td>Electives</td>
<td>1-99</td>
<td></td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>

Micro Economics
ECON& 201
5 Credits/Units
5 hours of lecture
Essential market processes, structures, issues, and variables governing how individuals, firms and governmental entities allocate resources, produce and distribute goods and services, determine prices, evaluate trade-offs and effectively compete and grow. [SE,SS]

Macro Economics
ECON& 202
5 Credits/Units
5 hours of lecture
Broad economic principles, issues, structures, processes, and variables governing the dynamics of the United States and global economies. Problems of economic organization, market processes, role of government in the economy and society, money and banking processes and issues, measurement and determination of economic aggregates, fiscal and monetary policies, economic growth and development and international trade. [SE,SS]
EDUCATION (EDUC)

Cooperative Work Experience
EDUC 199 1-5 Credits/Units
15 hours of clinical
Supervised work experience in education. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]

Introducory Field Experience
EDUC 210 3 Credits/Units
1 hours of lecture / 4 hours of lab
Orientation to teaching and life in the American system of schooling. Supervised volunteer field experience with a weekly, one-hour seminar. [GE]

Selected Topics
EDUC 280 1-5 Credits/Units
5 hours of lecture
Course focuses on selected topics in Education. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the quarterly class schedule. [GE]

EDUC Electives
EDUC 800 1-99 Credits/Units
This course is used for transfer credit only. General electives

EDUC Electives
EDUC 900 1-99 Credits/Units
This course is used for transfer credit only. General Electives

Child Development
EDUC& 115 5 Credits/Units
5 hours of lecture
Build foundation for explaining how children develop in all domains, conception through early adolescence. Explore various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues. [GE]

Guiding Behavior
EDUC& 130 3 Credits/Units
3 hours of lecture
Examine the principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences. [GE]

School Age Care
EDUC& 136 3 Credits/Units
3 hours of lecture
Develop skills to provide developmentally appropriate and culturally relevant activities/care for children ages 5-12 in a variety of settings. Topics include: implementation of curriculum, preparation of environments, building relationships, guiding cognitive and social emotional development, and community outreach. [GE]

Child, Family, Community
EDUC& 150 3 Credits/Units
3 hours of lecture
Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication. [GE, HR]
## EMERGENCY MEDICAL TECHNICIAN (EMT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 54</td>
<td>Emergency Medical Technician (Accelerated)</td>
<td>0</td>
<td>7/10</td>
</tr>
<tr>
<td>EMT 103</td>
<td>Training in pre-hospital emergency care with clinical education experience. This is an accelerated EMT program that provides for supervised practice of skills taught in each lesson. As required by the Department of Transportation (DOT), this course is under the supervision of a Medical Program Director and EMT Coordinator. The course meets the requirements of State EMT certification. Course length is approximately 186 clock hours including the four integrated phases of education (lecture, laboratory, clinical and field experience).</td>
<td>12</td>
<td>7/10</td>
</tr>
<tr>
<td>EMT 290</td>
<td>4 Special Projects</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>EMT 800</td>
<td>1-99 Electives</td>
<td>1-99</td>
<td>4</td>
</tr>
</tbody>
</table>

This course is used for transfer credit only. General electives.
ENGINEERING (ENGR)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits/Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 101</td>
<td>Orientation for students interested in Engineering and Computer Science. Topics include effective planning, communication, teamwork, and exposure to Engineering and Computer Science educational/career opportunities and challenges.</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
</tr>
<tr>
<td>ENGR 105</td>
<td>Wheeler Innovation Lab Qualifications</td>
<td>2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 107</td>
<td>Introduction to Aerospace Engineering</td>
<td>2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 109</td>
<td>Introduction to Engineering</td>
<td>5 Credits/Units</td>
<td>5 hours of lecture</td>
</tr>
<tr>
<td>ENGR 113</td>
<td>Engineering Sketching And Visualization</td>
<td>2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 115</td>
<td>Geometric Dimensioning And Tolerancing</td>
<td>2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 120</td>
<td>Intro To Electrical/Computer Science And Engineering</td>
<td>5 Credits/Units</td>
<td>4 hours of lecture / 3 hours of lab</td>
</tr>
<tr>
<td>ENGR 121</td>
<td>Field Survey</td>
<td>5 Credits/Units</td>
<td>3 hours of lecture / 4 hours of lab</td>
</tr>
<tr>
<td>ENGR 140</td>
<td>Basic</td>
<td>4 Credits/Units</td>
<td>2 hours of lecture / 5 hours of lab</td>
</tr>
<tr>
<td>ENGR 150</td>
<td>Basic</td>
<td>4 Credits/Units</td>
<td>2 hours of lecture / 5 hours of lab</td>
</tr>
<tr>
<td>ENGR 199</td>
<td>Cooperative Work Experience</td>
<td>1-5 Credits/Units</td>
<td>15 hours of clinical</td>
</tr>
<tr>
<td>ENGR 208</td>
<td>Fundamentals Of Flight</td>
<td>3 Credits/Units</td>
<td>2 hours of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 209</td>
<td>Introduction To Gas Dynamics</td>
<td>3 Credits/Units</td>
<td>2 hours of lecture / 2 hours of lab</td>
</tr>
<tr>
<td>ENGR 216</td>
<td>Integrated Computational Design</td>
<td>3 Credits/Units</td>
<td>1 hour of lecture / 4 hours of lab</td>
</tr>
<tr>
<td>ENGR 221</td>
<td>Materials Science</td>
<td>5 Credits/Units</td>
<td>5 hours of lecture</td>
</tr>
<tr>
<td>ENGR 239</td>
<td>Manufacturing Processes</td>
<td>5 Credits/Units</td>
<td>3 hours of lecture / 4 hours of lab</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ENGR 240</td>
<td>Applied Numerical Methods For Engineers</td>
<td>4</td>
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<tr>
<td>ENGR 250</td>
<td>Digital Logic Design</td>
<td>5</td>
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<tr>
<td>ENGR 252</td>
<td>Electrical Circuits And Signals</td>
<td>5</td>
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<tr>
<td>ENGR 253</td>
<td>Signals And Systems</td>
<td>5</td>
<td></td>
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<tr>
<td>ENGR 270</td>
<td>Digital Systems And Microprocessors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ENGR 280</td>
<td>Selected Topics</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>ENGR 290</td>
<td>Special Projects</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>ENGR 800</td>
<td>Electives</td>
<td>1-99</td>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ENGR 900</td>
<td>Electives</td>
<td>1-99</td>
</tr>
<tr>
<td>ENGR &amp; 104</td>
<td>Introduction To Design</td>
<td>5 Credits/Units</td>
</tr>
<tr>
<td>ENGR &amp; 204</td>
<td>Electrical Circuits</td>
<td>5 Credits/Units</td>
</tr>
<tr>
<td>ENGR &amp; 214</td>
<td>Statics</td>
<td>5 Credits/Units</td>
</tr>
<tr>
<td>ENGR &amp; 215</td>
<td>Dynamics</td>
<td>5 Credits/Units</td>
</tr>
<tr>
<td>ENGR &amp; 224</td>
<td>Thermodynamics</td>
<td>5 Credits/Units</td>
</tr>
<tr>
<td>ENGR &amp; 225</td>
<td>Mechanics Of Materials</td>
<td>5 Credits/Units</td>
</tr>
</tbody>
</table>
## ENGLISH (ENGL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to College Writing and Critical Reading</strong></td>
<td></td>
<td>ENGL 90 6 Credits/Units 5 hours of lecture Integrated approach to reading, critical thinking, and writing in academic settings. Topics include reading and writing as processes; thinking critically; summarizing, analyzing, and responding to texts; editing for clarity and coherence; and practicing metacognition and Productive Persistence.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>ENGL 97 5 Credits/Units 5 hours of lecture Emphasis on writing complete, correct sentences and unified, coherent paragraphs and short essays. Learn to build writing skills through pre-writing, drafting, revising, and editing, and develop analytical habits of mind, reading comprehension strategies, and digital literacy skills. Short essays and selected readings will be assigned. [CA]</td>
</tr>
<tr>
<td><strong>College Writing and Critical Reading Seminar</strong></td>
<td>1 Credit/Unit</td>
<td>ENGL 99 3 hours of lecture Emphasis on expository writing and increasing control of grammar and mechanics. Skills include summarizing and writing essays. Students develop skills through pre-writing, drafting, revising, and editing. In-class and out-of-class writing required. [CA]</td>
</tr>
<tr>
<td><strong>Advanced English Composition</strong></td>
<td>3 Credits/Units</td>
<td>ENGL 103 5 hours of lecture Emphasis on composing essays on complex ideas of cultural importance. Assignments based on reading and research in art, science, philosophy, and politics. [CA, SE]</td>
</tr>
<tr>
<td><strong>Language and Composition</strong></td>
<td></td>
<td>ENGL 105 5 Credits/Units 5 hours of lecture Description and analysis of the structure of English language, using traditional grammar and syntax. Designed to fulfill the grammar requirement for English majors seeking Washington State teacher certification in English. [SE]</td>
</tr>
<tr>
<td><strong>Writing About Film</strong></td>
<td>3 Credits/Units</td>
<td>ENGL 108 3 hours of lecture Focus on writing effective research essays analyzing international films. Emphasis on the composition process and the development of writing skills and evaluation sources, including prewriting, drafting, revising, editing, and documenting. Introduction to film terminology and techniques and the major approaches used in writing essays about films, including film history, national cinemas, genres, auteurism, and formalism, and ideological studies. [CA, WC, SE]</td>
</tr>
<tr>
<td><strong>Composition For Literature</strong></td>
<td></td>
<td>ENGL 110 5 hours of lecture Continued studies in writing essays of exposition and argument emphasizing the interpretation of literature, with focus on critical reading of literary texts using theories and appropriate use of documented sources to support the writer’s ideas. Expanding academic writing skills of pre-writing, drafting, revising, editing, and documenting. [WC, SE]</td>
</tr>
<tr>
<td><strong>Ethics and Policy in Healthcare I</strong></td>
<td>2 Credits/Units</td>
<td>ENGL 112 2 hours of lecture ENGL 112 explores values, ethics, and legal decision-making frameworks and policies used to support the well-being of people and groups within the context of the healthcare professions. Foundational concepts are introduced and discussed in the context of a first year nursing student. [HA]</td>
</tr>
<tr>
<td><strong>Introduction To Creative Writing</strong></td>
<td>5 Credits/Units</td>
<td>ENGL 121 5 hours of lecture Introduction to and practice at least two of the following genres: fiction, creative nonfiction, scriptwriting, and poetry. Develop polished pieces of original work, read and analyze of diverse examples of the genres, participate in class discussion and written critiques of student and published writing, and undertake writing exercises to develop key elements of craft, strategies for editing and revision. [HB, SE]</td>
</tr>
<tr>
<td><strong>Fiction Writing</strong></td>
<td>5 Credits/Units</td>
<td>ENGL 125 5 hours of lecture Exploration of fiction writing, with an emphasis on literary short fiction. Development of polished pieces of short fiction, reading and analysis of diverse examples of the genre; class discussion and written critiques of student and published writing; writing exercises to develop key elements of craft; strategies for editing and revision. [HB, SE]</td>
</tr>
<tr>
<td><strong>Creative Nonfiction Writing</strong></td>
<td>5 Credits/Units</td>
<td>ENGL 126 5 hours of lecture Exploration of poetry writing, focusing on using literary devices to craft and revise original work through discussion of diverse examples of the genre and through written critiques of student and published writing. [HB, SE]</td>
</tr>
<tr>
<td><strong>Poetry Writing</strong></td>
<td>5 Credits/Units</td>
<td>ENGL 127 5 hours of lecture Exploration of creative nonfiction writing, with an emphasis on writing from personal experience. Development of polished pieces of nonfiction; reading and analysis of diverse examples of the genre; class discussion and written critiques of student and published writing; writing exercises to develop key elements of craft; strategies for editing and revision. [HB, SE] [PNP]</td>
</tr>
<tr>
<td><strong>Graphic Fiction Writing</strong></td>
<td>5 Credits/Units</td>
<td>ENGL 128 5 hours of lecture Exploration of comic writing, with an emphasis on scripting conventions. Development of polished pieces of original fiction for visual rendering; reading and analysis of diverse examples of the medium; class discussion and written critiques of student and published writing; writing exercises to develop key elements of craft; strategies for editing and revision. [HB, GE, SE] [PNP]</td>
</tr>
</tbody>
</table>
thrive in America.

but also as a site of conversation between the various sub-groups that
culture serves not simply as a reflection of a culture's beliefs and values,
literature, and history. Central questions will focus on the ways popular
from various disciplines: graphic arts, design, social media, music,
Introduction to American Popular Culture using methodology and theory
5 hours of lecture
Study of short fiction, including classic and contemporary examples, with an emphasis on developing critical reading skills as well as how short fiction represents diverse cultural perspectives. Introduction to the language and principles of literary analysis. [HA,SE] [PNP]

Science Fiction And Fantasy
ENGL 143
5 Credits/Units
5 hours of lecture
Study of speculative fiction from fantasy to hard science with attempts to define its particular qualities and place in modern literature. Emphasizes developing critical reading skills as well how science fiction and fantasy reflect issues in contemporary culture such as xenophobia, apocalyptic fear, definitions of humanity, politics, religion, and power, and late capitalism. Introduction to the language and principles of literary analysis. [HA,SE] [PNP]

Detective Fiction
ENGL 145
5 Credits/Units
5 hours of lecture
Introduction to detective fiction, its typical styles and techniques, its interactive nature, and its capacity for social critique, with an emphasis on developing critical reading skills. Study of the ways in which detective fiction represents diverse culture perspectives, covering topics including early detective authors and the evolution of the popular image of the detective in American and British cultures. Introduction to the language and principles of literary analysis. [HA,SE] [PNP]

Introduction To Mythology
ENGL 150
5 Credits/Units
5 hours of lecture
Study of significant world myths, including their sources and literary expressions. Introduces methods and vocabulary of mythological analysis to build close reading skills. [HA,SE] [PNP]

Introduction To The Novel
ENGL 156
5 Credits/Units
5 hours of lecture
Exploration of how the novel as a genre reflects cultures and societies. Emphasis on developing close reading skills and textual analysis of novels of varying lengths and types that present a diverse range of perspectives. [HA,SE] [PNP]

Writing For The Web
ENGL 160
5 Credits/Units
5 hours of lecture
A survey of best practices for creating reader-centered, purpose-driven web communications: problem solving through the writing process, designing for interactivity, collaborating with other creators and shareholders, measuring and analyzing web metrics, and practicing legal and ethical standards. [PNP]

Popular Culture
ENGL 173
5 Credits/Units
5 hours of lecture
Introduction to American Popular Culture using methodology and theory from various disciplines: graphic arts, design, social media, music, television and cinema studies, advertising, communication studies, literature, and history. Central questions will focus on the ways popular culture serves not simply as a reflection of a culture's beliefs and values, but also as a site of conversation between the various sub-groups that thrive in America. [HA]

Introduction To LGBTQ Studies
ENGL 175
5 Credits/Units
5 hours of lecture
An interdisciplinary survey of lesbian, gay, bisexual, and trans issues in the sciences, social science, and humanities with an emphasis on the period from 1900 to the present in the United States. Introduction to the most compelling aspects of modern cultural representation of and discourse on sexual and gender identity. [HA or SS][PPI]

Nature And The Humanities
ENGL 176
5 Credits/Units
5 hours of lecture
Interdisciplinary study of historical and current ways of ‘constructing’ and relating to nature in the Humanities. Topics include how cultures value nature, derive ethics and aesthetics from it, and interact with it in the creation of literature, art, architecture, social environments, social commentary, and legislation. Emphasis on 19th and 20th Century American cultures, with background in Asian, European, and Early American perspectives on nature. Can be linked with specific courses in the following departments for an integrated learning project: ART, BIOL, ENGL, ENVS, GEOL, MUSC, and PE. [HA][PPI]

Cooperative Work Experience
ENGL 199
1-5 Credits/Units
15 hours of clinical
For students interested in careers that emphasize writing, co-op work experience offers credit for supervised work in writing-related jobs. [GE]

Literature By Women
ENGL 240
5 Credits/Units
5 hours of lecture
Prerequisite: A grade of "C" or better in ENGL& 101. Literature survey class that studies diverse fiction, nonfiction, drama, poetry, and relevant secondary theory by women authors reflecting a range of women's narratives. Focus on written interpretation and essay-length analysis using concepts of power, privilege, and inequity. [HA, GE, SE] [PNP][PPI]

Native American Literature
ENGL 242
5 Credits/Units
5 hours of lecture
Study of Native American literature as a lens for the experience, culture, and history of Native people within larger American historical contexts. By integrating active learning strategies, coursework focuses on the multicultural nature of Native American literature and on the strategies with which Native writers mediate imbalances of power and systems of oppression within the Americas. [HA,GE,SE] [PNP]

Queer Literature
ENGL 243
5 Credits/Units
5 hours of lecture
An introductory survey of literature relevant to the gay, lesbian, bisexual, and trans communities and their historical predecessors from pre-modern times to the present. Emphasis on critical reading skills, analysis of power, privilege, and inequity, and written interpretation employing the principles and vocabulary of literary analysis. [HA, GE, SE] [PPI][PNP]

Introduction To Queer Literature
ENGL 254
3 Credits/Units
3 hours of lecture
An introductory survey of literature relevant to the gay, lesbian, bisexual, and trans communities and their historical predecessors from pre-modern times to the present. [HA, SE] [PNP][PPI]
Survey of American multiethnic writing from Civil Rights era to the present. Emphasis on writings as 'windows' to American ethnic experiences, cultures, and histories within larger American historical contexts. By building close reading, literary analysis, and writing skills, encourages students to develop understanding of political, social, and historic climate as it helps shape and is shaped by literature. [HA, SE] [PNP][PPI]

Focus on reading and writing about literature from the Pacific Northwest to explore how the region is defined, imagined, and represented in literature through an emphasis on close reading and literary analysis. Explores the development of regionalism, national and regional histories and other identity-producing media in diverse cultural contexts. [HA, SE] [PNP]

Readings of Shakespeare's works including (but not limited to) selected tragedies, comedies, and historical plays. Shakespeare's works are read within their historical and cultural settings. Students will also learn methods of literary analysis and apply them in written papers. [HA, SE]

This course is used for transfer credit only. Non direct equivalencies

Continuation of introductory creative writing courses, with an emphasis on writing short fiction and advancing fundamental fiction writing skills. Further development of reading and analysis of diverse examples of fiction; class discussion and written critiques of student and published writing; writing exercises to continue to develop key elements of craft; strategies for editing and revision; participation in the larger literary world through an introduction to publication, literary readings, and other appropriate literary events. [HB, SE]

Continued study of the American literary publication and editing. [HB] [PNP]

Opportunity to plan, organize, and complete special projects approved by the department. [GE]

Course focuses on selected topics in English. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE, SE]

This course is used for transfer credit only. Zero-level and remedial coursework

This course is used for transfer credit only. General electives

This course is used for transfer credit only. Non direct equivalencies (A list humanities).

Integrated college reading and writing, emphasizing deep comprehension, critical thinking in response to texts from various genres, and writing for a variety of purposes and audiences in a range of modalities. Strengthens skills through rhetorical awareness, application of genre knowledge, and reflection on past and future writing tasks to enable skill transfer to new situations in college, workplaces, and communities. Reading and writing processes emphasized. [CA, SE, CT, WC]

Studies in exposition and argumentation emphasizing the research paper and its conventions. Focus on developing genre awareness with respect to discipline-specific research, reading, composition, and documentation. Analysis and synthesis of discipline-appropriate texts in the context of supporting a focused position or recommendation on an issue in an area of study. [CA, CT, WC, SE]
Intro To Poetry
ENGL& 113 5 Credits/Units
5 hours of lecture
Study of poetry and poetic forms, including classic and contemporary examples, with an emphasis on developing critical reading skills as well how poetry represents diverse cultural perspectives. Introduction to the language and principles of literary analysis. [HA, GE, SE] [PNP]

Intro To Drama
ENGL& 114 5 Credits/Units
5 hours of lecture
Revised course description: Study of drama as both literature and theater, from historical, philosophical, and artistic perspectives. Introduces methods and vocabulary of literary analysis to build close reading skills. [HA, GE, SE] [PNP]

British Literature I
ENGL& 226 5 Credits/Units
5 hours of lecture
Classics of British literature from the eighth to the seventeenth century. Literature is read within its historical and cultural settings. Students will also learn methods of literary analysis and apply them in written essays. [HA, GE, SE, C] [PNP]

British Literature II
ENGL& 227 5 Credits/Units
5 hours of lecture
Classics of British literature from the seventeenth to the nineteenth century. Literature is read within its historical and cultural setting with an emphasis on written interpretation employing the principles and vocabulary of literary analysis. [C, HA, GE, SE] [PNP]

British Literature III
ENGL& 228 5 Credits/Units
5 hours of lecture
Classics of British literature from the nineteenth century to the present. Literature is read within its historical and cultural setting with an emphasis on written interpretation employing the principles and vocabulary of literary analysis. [C, HA, GE, SE] [PNP]

Technical Writing
ENGL& 235 5 Credits/Units
5 hours of lecture
Study of advanced writing skills for typical work-world documents in a business/technical environment, with emphasis on document format, audience analysis, correspondence, formal and informal reports, research, and documentation. [CA,CT,SE,WC] [PNP]

American Literature I
ENGL& 244 5 Credits/Units
5 hours of lecture
Survey of American writing from the beginnings to 1865. Literature of all genres is read within historical and cultural settings. Students develop critical reading skills, identify diverse cultural perspectives, and make use of the language and principles of literary analysis to respond in writing to both canonical and non-canonical texts. [C,HA,GE,SE][PNP]

American Literature II
ENGL& 245 5 Credits/Units
5 hours of lecture
Survey of American writing from the Civil War through World War I. Literature of all genres is read within historical and cultural settings. Students develop critical reading skills, identify diverse cultural perspectives, and make use of the language and principles of literary analysis to respond in writing to both canonical and non-canonical texts. [C, HA, GE, SE] [PNP]

American Literature III
ENGL& 246 5 Credits/Units
5 hours of lecture
Survey of American writing World War I through the present. Literature of all genres is read within historical and cultural settings. Students develop critical reading skills, identify diverse cultural perspectives and make use of the language and principles of literary analysis to respond in writing to both canonical and non-canonical texts. [C, HA, GE, SE] [PNP]

World Literature I
ENGL& 254 5 Credits/Units
5 hours of lecture
Surveys the literary, cultural, and human significance of influential works of international Western and non-Western literary traditions from the ancient world to the early Middle Ages. Approaches cultural diversity through a critical study of selected world masterpieces and their historical, social, political and philosophical frameworks through reading, reflection, and literary analysis. Evaluates in writing world literature in relation to global contexts. [C, HA, GE, SE][PNP][PPI]

World Literature II
ENGL& 255 5 Credits/Units
5 hours of lecture
Surveys the literary, cultural, and human significance of influential works of international Western and non-Western literary traditions from the 10th to the 18th centuries. Approaches cultural diversity through a critical study of selected world masterpieces and their historical, social, political and philosophical frameworks through reading, reflection, and literary analysis. Evaluates in writing world literature in relation to global contexts. [C, HA, GE, SE][PNP]

World Literature III
ENGL& 256 5 Credits/Units
5 hours of lecture
Surveys the literary, cultural, and human significance of influential works of international Western and non-Western literary traditions from the 19th to the 20th centuries. Approaches cultural diversity through a critical study of selected world masterpieces and their historical, social, political and philosophical frameworks through reading, reflection, and literary analysis. Evaluates in writing world literature in relation to global contexts. [C, HA, GE, SE][PNP]
### ENGLISH AS A SECOND LANGUAGE (ESL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits/Units</th>
<th>Lecture/Lab Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 3</td>
<td>Educational Interviewing Levels 4-6</td>
<td>1-2</td>
<td>2</td>
<td>2 hours of lecture For new ESL students only; assessing new students in basic skills and learning styles; identifying barriers to their student success; helping students understand Clark College and Basic Education.</td>
</tr>
<tr>
<td>ESL 5</td>
<td>Special Topics</td>
<td>1-10</td>
<td>8</td>
<td>8 hours of lecture / 4 hours of lab Variable topics in ESL and content to reflect the selected topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedule.</td>
</tr>
<tr>
<td>ESL 7</td>
<td>Intensive Foundations: Problem-Solving/Technology</td>
<td>7</td>
<td>7</td>
<td>7 hours of lecture Learn to use basic problem-solving and technology to listen actively, read with understanding, and convey ideas in writing. Upon successful completion of both ESL 007 and ESL 009, students will have gained the skills to transition into Fast Track 1.</td>
</tr>
<tr>
<td>ESL 9</td>
<td>Intensive Foundations: Communication</td>
<td>9</td>
<td>9</td>
<td>9 hours of lecture Concurrent enrollment in ESL 007 ESL Foundations: Problem-solving and Technology. Learn to listen actively, speak so others can understand, read with understanding, and convey ideas in writing. Upon successful completion of ESL 007 and ESL 009, students will have gained the skills to transition into Fast Track 1.</td>
</tr>
<tr>
<td>ESL 10</td>
<td>I-DEA</td>
<td>1-18</td>
<td>18</td>
<td>18 hours of lecture This class will help you to improve your English skills in listening, speaking, reading, and writing. You will learn new skills to help you in your everyday life. You will learn about technology by using a computer to do some of your schoolwork. I-DEA is a blended course; half of your class time will be face-to-face (in the classroom with teacher and students), and half will be online (on the computer). Your teachers can help you with online work during lab time, after the face-to-face class time.</td>
</tr>
<tr>
<td>ESL 13</td>
<td>Foundations: Communication</td>
<td>6</td>
<td>6</td>
<td>6 hours of lecture Learn how and/or improve ability to listen, speak, read, and write basic English with the support of two teachers. Upon successful completion of Foundations (ESL 013): Communications and Foundations (ESL 015): Problem-solving and Technology, students will have gained the skills for higher level Transitional Studies courses.</td>
</tr>
<tr>
<td>ESL 15</td>
<td>Problem-Solving And Technology</td>
<td>5</td>
<td>5</td>
<td>5 hours of lecture Learn to apply numeracy, and collaborative reading for basic problem-solving and use technology to improve listening, reading and numeracy. Upon successful completion of Mini-ESL Foundations Part 2: Problem-solving and Technology and Mini-ESL Foundations Part 1: Spoken/Written Communication, students will have gained the skills for higher level Transitional Studies courses.</td>
</tr>
<tr>
<td>ESL 19</td>
<td>Pronunciation for College &amp; Career</td>
<td>2</td>
<td>2</td>
<td>2 hours of lecture Introduction and development of key features of English pronunciation, focusing on common problems non-native speakers of English experience in understanding and producing consonant sounds, vowel sounds, stress, intonation, rhythm, and reduced speech in the context of college and career.</td>
</tr>
<tr>
<td>ESL 45</td>
<td>Intensive Explorations: Study Skills</td>
<td>2</td>
<td>2</td>
<td>2 hours of lecture Introduction and development of study skills plus reflection on various strategies of successful college students. Upon successful completion of Intensive Explorations, students will have gained the technology (especially computer) and study skills as well as the oral and written communication skills to transition into Fast Track one.</td>
</tr>
<tr>
<td>ESL 46</td>
<td>Explorations: Oral Communication/Technology</td>
<td>6</td>
<td>6</td>
<td>6 hours of lecture Introduction and development of technology (especially computer) skills to support oral communication. Development and practice of speaking and listening communication skills appropriate to ESL L4 (Intermediate ESL), and sufficient to prepare students for Fast Track 1. Upon successful completion of Explorations: Oral Communication/Technology, students will have gained the technology (especially computer) and study skills as well as the oral communication skills to transition into Fast Track one.</td>
</tr>
<tr>
<td>ESL 47</td>
<td>Intensive Explorations: Oral Communication/Technology</td>
<td>7</td>
<td>7</td>
<td>7 hours of lecture Introduction and development of technology (especially computer) skills to support oral communication. Development and practice of speaking and listening communication skills appropriate to Intermediate ESL, and sufficient to prepare students for Fast Track 1 (both Intensive and Stand-alone courses). Upon successful completion of Intensive Explorations, students will gain the technology (especially computer) and study skills as well as the oral and written communication skills to transition into Fast Track 1 (both Intensive and Stand-alone courses).</td>
</tr>
<tr>
<td>ESL 48</td>
<td>Explorations: Written Communication/Technology</td>
<td>6</td>
<td>6</td>
<td>6 hours of lecture Introduction and development of technology (especially computer) skills to support written communication. Development and practice of reading and writing communication skills appropriate to Intermediate ESL and sufficient to prepare students for Fast Track One. Upon successful completion of Explorations, students will have gained the technology (especially computer) and the oral and written communication skills to transition into Fast Track One.</td>
</tr>
</tbody>
</table>
Intensive Explorations: Written Communication/Tech

ESL 49 7 Credits/Units

7 hours of lecture

Introduction and development of technology (especially computer) skills to support oral communication. Development and practice of reading and written communication skills appropriate to Intermediate ESL, and sufficient to prepare students for Fast Track One. Upon successful completion of Foundations Plus, students will gain the technology (especially computer) and study skills as well as the oral and written communication skills to transition into Fast Track One.

Jumpstart Reading/Writing 1-4

ESL 76 1-6 Credits/Units

6 hours of lecture

Covers basic strategies to learn to read and comprehend words and word groups in simple text. Also covers basic strategies to write short, structured sentences on familiar topics with some effort but with few errors. Both skills will help students to independently accomplish simple, well-defined, and structured reading and writing activities in a few comfortable and familiar settings.

ESL Selected Topics

ESL 80 1-10 Credits/Units

10 hours of lecture

Course will focus on selected ESL topics. Course theme and content will change to reflect the new topic. Because of the variations, this course is repeatable for credit for different topics.

ESL Literacy Support

ESL 90 1-2 Credits/Units

2 hours of lecture

Learn how and/or improve ability to read with understanding and convey ideas in writing. Upon successful completion of ESL Literacy Support, students will have gained skills to improve performance on ESL reading/writing assessments.

ESL Math For Transition

ESL 93 1-2 Credits/Units

2 hours of lecture

Math such as fractions, decimals, operations, will be contextualized in real-life contexts, so students can transfer the skills outside of the classroom while they are preparing to transition to CAP Math. [PNP]

Reading, Speaking And US Citizenship

ESL 95 3 Credits/Units

3 hours of lecture

Learn reading, writing and oral communication strategies including critical thinking to actively participate in various aspects of Civics including basic knowledge of US history and government, and incorporation of on-line resources for effective US Citizenship interview preparation and engaged citizenship.
ENVIRONMENTAL SCIENCE
(ENVS)

Integrated Environmental Science
ENVS 109
3 hours of lecture / 4 hours of lab
Introduction to scientific inquiry using the foundations of physical, earth and life sciences. Focus on developing the skills to answer basic questions about scientific phenomena through scientific investigations and the ability to assist and guide others through this process. Designed for non-science majors and addressing the curriculum needs of early childhood educators. [NS]

Introduction To Soils: A Living System
ENVS 201
3 hours of lecture / 4 hours of lab
An introduction to soils, including biological, chemical and physical properties. Examine the fundamentals of soil ecology, including soil-plant-water interactions, soil fertility, and soil formation. Topics will integrate the study of physical, chemical, geologic, atmospheric and biological systems. Human-soil interactions will be explored in the context of agricultural and ecological systems. [NS, GE, SE]

Native Plant Propagation: Principles & Practice
ENVS 202
3 hours of lecture
Plant propagation techniques, emphasizing native plants, propagation for restoration projects, and unique problems associated with providing appropriate plant material for restoration or conservation purposes. Emphasizes greenhouse and fieldwork, and includes lectures, field trips, and a class project.[NS, GE, SE]

Field Studies In Environmental Science
ENVS 208
2 hours of lecture / 12 hours of lab
Experiential hands-on learning focusing on ecological relationships and environmental quality of the locations visited. Gain valuable and exciting first-hand experience using scientific and field equipment to take measurements and collect field data. Engage in a current issue pertaining to the area and participate in mock town hall meetings to learn about stakeholders and perspectives. Learn about various state and federal agencies and their approach to land management. Check the schedule to see which locations will be visited and the format for the exploration i.e. extended camping trip, day trips etc. Check schedule to see additional fees that cover food, lodging and transportation. [NS, GE, SE]

Introduction To Ecological Restoration
ENVS 218
3 hours of lecture / 4 hours of lab
Learning field techniques required for ecological restoration, interacting with agency personnel and others working in the field of restoration. Participating in the collection, analysis and interpretation of data pertaining to ecological health of various habitats. Projects vary depending upon field locations and agency partnerships. [NS,SE]

Environmental Politics
ENVS 231
5 hours of lecture
Examines the relationship between industrial civilization and the natural environment by exploring underlying ecological philosophies and the economic and political processes by which environmental decisions are made. Emphasis on critical thinking and evaluating alternative points of view. [SS,SE]

Sustainability & Environmental Practices
ENVS 430
4 hours of lecture / 2 hours of lab
Investigate how environmental problems have arisen due to human activities (global warming, air pollution, waste disposal) and their impact on corporate practices, to include the corporate mission, competitive strategy, technology choices, production development decisions, production processes, and corporate responsibilities. Regulations and permits will be reviewed from the perspective of local planning departments. Changes to the environment by using resources at rates that exceed the system's ability to replenish them will also be covered. [NS]

ENVS Electives
ENVS 800
1-99 Credits/Units
This course is used for transfer credit only. General electives

ENVS Electives
ENVS 900
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

ENVS Electives
ENVS 990
1-99 Credits/Units
This course is used for transfer credit only. LAB non direct equivalencies

Introduction To Environmental Science
ENVS& 101
3 hours of lecture / 4 hours of lab
Introduction to current topics in environmental science and fundamental principles of ecology. Topics include human population growth, natural resource use, biodiversity, climate change, species interactions, habitat alteration and fragmentation, ecosystem services, carrying capacity and sustainability. Labs will be hands-on investigations of the local environment where students will get an opportunity to collect samples and analyze the environmental quality through the study of soils, biodiversity and water. Many of the labs will be conducted in the field. This course is primarily intended for students majoring or minoring in environmental science or environmental studies. [NS]
Physical Geography (GEOG)

Physical Geography
GEOG 205
5 Hours of Lecture
Foundation for the understanding of fundamental concepts and current ideas in physical geography. The systematic study of patterns and processes that have shaped the Earth's surface by understanding our natural environment, earth-sun-moon relationships, cartography, weather and climate, landscapes, soils, oceans, and water and biotic resources. Survey continents, countries, natural resources as well as major physical features of our current global landscape. [NS, SE, SS]

The Geopolitics Of The Middle East
GEOG 220
5 Hours of Lecture
Geo-political survey of the Middle East, including interrelationships between the physical, economic and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges and issues among the people of this region. This course will also examine the importance and impact of the Middle East on the rest of the world, as well as the impact and influence of the rest of the world on the Middle East. Credit not allowed for both GEOG 220 and POLS 220. [GE, SE, SS]

The Geopolitics Of Africa
GEOG 221
5 Hours of Lecture
Geo-political survey of Africa, including interrelationships between the physical, economic and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges and issues among the people of this region. This course will also examine the importance and impact of Africa on the rest of the world, as well as examine the impact and influence of the rest of the world on Africa. Credit not allowed for both GEOG 221 and POLS 221. [GE, SE, SS]

The Geopolitics Of Asia and Oceania
GEOG 222
5 Hours of Lecture
Geo-political survey of Asia and Oceania, including interrelationships between the physical, economic and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges and issues among the people of this region. This course will also examine the importance and impact of Asia and Oceania on the rest of the world, as well as examine the impact and influence of the rest of the world on this region. Credit not allowed for both GEOG 222 and POLS 222. [SS, SE, GE]

The Geopolitics Of Eurasia
GEOG 223
5 Hours of Lecture
Geo-political survey of Europe, Russia and Central Asia, including interrelationships between the physical, economic and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges and issues among the people of this region. Examines the importance and impact of Eurasia on the rest of the world, as well as examine the impact and influence of the rest of the world on Eurasia. Credit not allowed for both GEOG 223 and POLS 223. [SS, SE, GE]

The Geopolitics Of Latin America and Caribbean
GEOG 224
5 Hours of Lecture
Geo-political survey of Latin America and the Caribbean, including interrelationships between the physical, economic and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges and issues among the people of this region. Examines the importance and impact of Latin America and the Caribbean on the rest of the world, as well as examine the impact and influence of the rest of the world on the countries in this region. Credit not allowed for both GEOG 224 and POLS 224. [GE, SE, SS]

Introduction To Geography
GEOG& 100
5 Hours of Lecture
Survey of our natural environment, earth-sun-moon relationships, cartography, weather and climate, landscapes, soils, oceans, and water and biotic resources. Survey of the countries and major features of the world as well as geographic aspects of culture, including the past and present social, political and economic factors that are related to human perception, organization and use of the environment. [SE, SS]
World Regional Geography
GEOG& 102 5 Credits/Units
5 hours of lecture
Fundamental geographic concepts and examination of different world
regions and the various physical, social, cultural, and political processes
that create, shape, and affect them. Survey of several different world
regions, such as Sub-Saharan Africa, Europe, the Middle East, Latin
American and Southeast Asia, by examination of the environmental,
cultural, historical, and economic processes that make each region
unique, as well as its connections and commonalities with other world
regions. [SE,SS]

Human Geography
GEOG& 200 5 Credits/Units
5 hours of lecture
The course provides a foundation for the understanding of fundamental
concepts and current ideas in Human Geography. The purpose of the
course is to introduce students to the systematic study of patterns and
processes that have shaped human understanding, use, and alteration
of Earth’s surface. Students will gain a broad understanding of the
development of cultural, social, political and economic spaces at a variety
of scales and the interaction of human societies with the biophysical
environment. The significance of spatial and temporal scales will be
introduced, and a consideration of ethics and values developed. [SE,SS]

Economic Geography
GEOG& 207 5 Credits/Units
5 hours of lecture
Broad patterns, courses, and consequences of interrelationships between
economic and geographic forces, processes, and resources. Location
of economic activity, population dynamics, strategic resources, global
economic flashpoints, patterns/consequences of regional integration.
[SE,SS] [PNP]
GEOL 102: 5 Credits/Units
3 hours of lecture / 4 hours of lab
Plate tectonics and the origin of ocean basins and continents. Mass wasting, glaciation, streams, groundwater, deserts, shorelines and deep sea sediments. One day field trip required. [NS,SE]

GEOL 109: 5 Credits/Units
5 hours of lecture
Geologic evolution of the Pacific Northwest emphasizing the development of the Cascades, Columbia River Plateau, Coast Ranges, Puget-Willamette Lowlands, San Juan Islands, High Lava Plains and the Okanogan Highlands. Field trips required. This class is a non-lab science. [GE,NS,SE]

GEOL 199: 1-3 Credits/Units
9 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

GEOL 218: 1-6 Credits/Units
2 hours of lecture / 8 hours of lab
Field trip program to study the geologic evolution of an area. Emphasis on interpretation of rocks and their structure. Duration, scope and field trip localities will vary. Food and personal gear provided by student. Maxi-vans provided for travel. Day hikes may be required. [GE,NS,SE]

GEOL 290: 1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

GEOL 900: 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

GEOL 990: 1-99 Credits/Units
This course is used for transfer credit only. LAB non direct equivalencies

GEOL& 101: 5 Credits/Units
3 hours of lecture / 4 hours of lab
A dynamic earth, geologic time, origin and identification of minerals and rocks. Volcanoes, earthquakes and the structure of earth in light of plate tectonic theory. One day field trip required. [NS,SE]

GEOL& 103: 5 Credits/Units
3 hours of lecture / 4 hours of lab
Physical, chemical, and biologic evolution of the earth as determined from the rock record. Interpretation of ancient environments through stratigraphy and biostratigraphy. Plate tectonics, earth history, and fossil identification. Field trips required. [NS,SE]
### HEALTH & PHYSICAL EDUCATION (HPE)

<table>
<thead>
<tr>
<th>Occupational</th>
<th>Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 220</td>
<td>3 Credits/Units</td>
</tr>
<tr>
<td></td>
<td>2 hours of lecture / 2 hours of lab</td>
</tr>
<tr>
<td></td>
<td>Study of wellness and work-life balance. Focusing on developing personalized behavior change strategies aimed at making progress toward optimal wellness in any occupation. Content includes time management, coping with workplace stress, building relationships with coworkers, wellness on a budget, disease prevention and injury prevention. Participating in physical activities is required. In addition to activities that improve strength, flexibility and cardiovascular fitness, other activities may include breathing, stress management, corrective exercise and lifting techniques. Fulfills the Health and Physical Education general education requirement. [HPE, GE, SE]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fitness-Wellness</th>
<th>3 Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 258</td>
<td>2 hours of lecture / 2 hours of lab</td>
</tr>
<tr>
<td></td>
<td>Exploration of the connection between fitness and health. Focusing on nutrition, stress, and developing a personalized health plan for lifelong physical activity. Participating in physical activity is required. Activities focus on improving flexibility, strength and cardiovascular fitness. [HPE, SE]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mind</th>
<th>Body</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 266</td>
<td>3 Credits/Units</td>
<td></td>
</tr>
<tr>
<td>2 hours of lecture / 2 hours of lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploration of the mind/body connection. Focusing on health, illness, healing, and developing personalized behavior change strategies to advanced health. Participating in movement activities is required. Activities may include mediation, yoga, tai chi and breathing techniques in addition to activities that improve strength and cardiovascular fitness. [HPE, SE] [PNP]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selected Topics</th>
<th>1-5 Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 280</td>
<td>5 hours of lecture</td>
</tr>
<tr>
<td>Varying topics in Health Physical Education and sports, as listed in the term class schedule. May be repeated for credit. [GE,SE]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Projects</th>
<th>1-5 Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 290</td>
<td>5 hours of lecture</td>
</tr>
<tr>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HPE Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 900</td>
</tr>
<tr>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>
# HEALTH (HLTH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 100</td>
<td>Adult CPR and First Aid</td>
<td>2</td>
<td>2</td>
<td>Exploration of the connection between food choices and health with an emphasis on whole foods. Focus on developing personalized healthy strategies to advance health. [HE, SE] [PNP]</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>Pediatric First Aid &amp; CPR</td>
<td>3</td>
<td>3</td>
<td>Exploration of the connection between personal choices and health across multiple dimensions of wellness. Focus on developing personalized behavior change strategies to advance health. [HE, SE]</td>
</tr>
<tr>
<td>HLTH 120</td>
<td>Adult CPR</td>
<td>1</td>
<td>1</td>
<td>Introduction to adult CPR and general first aid skills that will prepare the student to recognize emergencies, make first aid decisions, and provide care. Upon successful completion of the course, students will receive Adult CPR and Standard First Aid certification.</td>
</tr>
<tr>
<td>HLTH 122</td>
<td>Wilderness First Aid</td>
<td>2</td>
<td>2</td>
<td>Foundation of first aid principles and skills necessary to respond to emergencies where immediate emergency medical services are not available, such as wilderness, remote environments, and urban disasters. [GE, SE]</td>
</tr>
<tr>
<td>HLTH 123</td>
<td>Pediatric First Aid and CPR</td>
<td>1</td>
<td>1</td>
<td>First aid preparation to prevent injuries and respond to emergencies involving children and infants. Skills include child and infant CPR, use of an AED, first aid, and injury prevention. Successful completion of the course includes certification for first aid, child and infant CPR and AED. [GE]</td>
</tr>
<tr>
<td>HLTH 124</td>
<td>Healthcare Provider CPR and First Aid</td>
<td>1</td>
<td>1</td>
<td>Cardiopulmonary resuscitation and first aid and for health care providers as required by the Washington Occupation and Health Act. Designed specifically for health care providers. Upon successful completion of the course, students will receive Basic Life Support for the Healthcare Provider and First Aid Certifications from the American Heart Association. Students are required to purchase the required text and workbook (available at Clark College Bookstore) and bring to class. [PNP]</td>
</tr>
<tr>
<td>HLTH 199</td>
<td>Cooperative Work Experience</td>
<td>1-3</td>
<td>9</td>
<td>Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]</td>
</tr>
<tr>
<td>HLTH 200</td>
<td>Happiness</td>
<td>2</td>
<td>2</td>
<td>Exploration of the connection between happiness and your health. Focuses on science-based strategies to increase happiness, including gratitude, social connections, mindfulness, and stress management. Students will develop personalized behavior change strategies to advance well-being. [HE, SE]</td>
</tr>
<tr>
<td>HLTH 206</td>
<td>Environmental Health</td>
<td>2</td>
<td>2</td>
<td>Exploration of the connection between personal choices, human health, and the environment. Focus on developing personalized behavior change strategies to advance health. [HE, SE]</td>
</tr>
<tr>
<td>HLTH 207</td>
<td>Human Sexuality</td>
<td>3</td>
<td>3</td>
<td>Exploration of women-specific health issues across the lifespan using a multidimensional approach. Students will evaluate the impact of individual, institutional, and cultural influences on women’s health in the United States. Personalized behavior change strategies to advance health well be developed. [HE, SE][PPI]</td>
</tr>
<tr>
<td>HLTH 208</td>
<td>Men's Health</td>
<td>2</td>
<td>2</td>
<td>Exploration of men's personal health. Focus on social, cultural and historical influences and on developing personalized behavior change strategies to advance health. [GE, HE, SE]</td>
</tr>
<tr>
<td>HLTH 209</td>
<td>Multicultural Health</td>
<td>3</td>
<td>3</td>
<td>Exploration the complex interactions between culture, ethnicity, religion, gender, socioeconomic status, sexual orientation, age, social class, and ability as they relate to health behavior and outcomes. Develop personalized behavior change strategies to advance health. [HA, HE][PPI]</td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Cannabis</td>
<td>2</td>
<td>2</td>
<td>Explores the connection between cannabis and health with a focus on comparing marijuana and hemp, examining scholarly peer-reviewed research findings for medicinal and recreational use, discussing local legalization issues and developing behavior change strategies to advance health. [HPE, SE]</td>
</tr>
<tr>
<td>HLTH 212</td>
<td>Healthy Aging</td>
<td>2</td>
<td>2</td>
<td>Exploration of the connection between personal choices and successful aging across multiple dimensions of wellness. Focus on developing personalized behavior change strategies to advance health. [GE, HE, SE]</td>
</tr>
</tbody>
</table>

**Health (HLTH)**

**Food and Your Health**

- HLTH 100: Adult CPR and First Aid (2 Credits/Units, 2 hours of lecture)
  - Exploration of the connection between food choices and health with an emphasis on whole foods. Focus on developing personalized healthy strategies to advance health. [HE, SE] [PNP]

- HLTH 101: Pediatric First Aid & CPR (3 Credits/Units, 3 hours of lecture)
  - Exploration of the connection between personal choices and health across multiple dimensions of wellness. Focus on developing personalized behavior change strategies to advance health. [HE, SE]

**Environmental Health**

- HLTH 103: Environmental Health (2 Credits/Units, 2 hours of lecture)
  - Exploration of the connection between personal choices, human health, and the environment. Focus on developing personalized behavior change strategies to advance health. [HE, SE]

**Weight and Your Health**

- HLTH 104: Weight and Your Health (2 Credits/Units, 2 hours of lecture)
  - Exploration of the multiple factors that contribute to weight-related behaviors and body image. Focus on developing a healthy relationship with food and physical activity, and practicing sustainable skills for effective lifestyle management. [GE, HE, SE] [PNP]

**Happiness and Your Health**

- HLTH 108: Happiness and Your Health (2 Credits/Units, 2 hours of lecture)
  - Exploration of the connection between happiness and your health. Focus on science-based strategies to increase happiness, including gratitude, social connections, mindfulness, and stress management. Students will develop personalized behavior change strategies to advance well-being. [HE, SE]

**Adult CPR and First Aid**

- HLTH 120: Adult CPR (1 Credit/Unit, 1 hour of lecture)
  - Introduction to adult CPR and general first aid skills that will prepare the student to recognize emergencies, make first aid decisions, and provide care. Upon successful completion of the course, students will receive Adult CPR and Standard First Aid certification.

**Wilderness First Aid**

- HLTH 122: Wilderness First Aid (2 Credits/Units, 2 hours of lecture)
  - Foundation of first aid principles and skills necessary to respond to emergencies where immediate emergency medical services are not available, such as wilderness, remote environments, and urban disasters. [GE, SE]

**Pediatric First Aid & CPR**

- HLTH 123: Pediatric First Aid & CPR (1 Credit/Unit, 1 hour of lecture)
  - First aid preparation to prevent injuries and respond to emergencies involving children and infants. Skills include child and infant CPR, use of an AED, first aid, and injury prevention. Successful completion of the course includes certification for first aid, child and infant CPR and AED. [GE]
Selected Topics
HLTH 280 1-3 Credits/Units

3 hours of lecture
Course focuses on selected topics in health. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE,SE]

Special Projects
HLTH 290 1-5 Credits/Units

5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

HLTH Electives
HLTH 800 1-99 Credits/Units

This course is used for transfer credit only.

HLTH Electives
HLTH 900 1-99 Credits/Units

This course is used for transfer credit only. Non direct equivalencies
**HIST 255**
American Diplomatic History
5 hours of lecture
The development of America's relationship with other governments and the global community from WWI to the First Gulf War, looking for specific patterns of behavior, such as isolationism, neutral rights, market expansion, brinkmanship and foreign intervention to explain how America's role and image in the world has changed over time. Topics include: World War I, The Good Neighbor Policy, World War II, The Cold War, The Vietnam War, Detente, and The First Gulf War. [GE, SE]

**HIST 254**
Women in World History I
Exploring the role of women in world history from pre-historical times up to the pre-Industrial Age. Included within these parameters is the role of women in the family, economy, culture, religion and political structures of their given societies. Topics include: the development of patriarchy and misogyny; women's contributions to Eastern, Middle Eastern and Judeo/Christian religious experiences; and women's roles in Africa and South America. [GE, SS, SE]

**HIST 253**
Women in World History II
Exploring the role of women in World History from the pre-Industrial Age to modern times. Included within these parameters is the role of women in the family, economy, culture, religion and political structures of their given societies. Topics include: the role of women in an industrial society and their influence in major movements such as the Scientific Revolution and the Enlightenment; origins of feminism; and the equal rights movement as it applies to voting, property ownership and areas of marriage and divorce. [GE, SS, SE]

**HIST 252**
American Diplomatic History
The development of America's relationship with other governments and the global community from WWI to the First Gulf War, looking for specific patterns of behavior, such as isolationism, neutral rights, market expansion, brinkmanship and foreign intervention to explain how America's role and image in the world has changed over time. Topics include: World War I, The Good Neighbor Policy, World War II, The Cold War, The Vietnam War, Detente, and The First Gulf War. [GE, SE]

**History of Genocide**
Examination of several incidences of genocide beginning with the extermination of the Herero of Namibia in the late 19th century. Topics include: the definition of genocide developed by Raphael Lemkin and adopted by the United Nations; when and where genocide has occurred, based on reading and lectures; recognizing a genocide in the making; actions for extending the lessons of the course. Culmination is a research project focusing on a particular incidence of genocide chosen from a list provided. [SE, SS]

**World Civilizations I**
The Reformation and the Enlightenment; origins of feminism; and the equal rights movement as it applies to voting, property ownership and areas of marriage and divorce. [GE, SS, SE]

**World Civilizations II**
The beginnings of civilization, c. 3500 BCE to the High Middle Ages, c. 950 CE. Areas to be covered include the ancient Near East, Egypt, India, China, Greece, Rome, and early medieval Europe. [GE, SS]

**World Civilizations III**
The High Middle Ages through the Late Middle Ages, the Renaissance and Reformation eras, the emergence of early modern society, witchcraft, the Enlightenment, the formation of nation-states and continued historical development in Europe, China, India, Africa, the Near East, plus Central and South America. [GE, SS]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits/Units</th>
<th>Lecture Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST&amp; 146</td>
<td>US History I</td>
<td>5</td>
<td>5</td>
<td>Pre-Columbian era, colonial settlements and foundations of American institutions, seeds of revolution, Confederation and Constitution, federalism and states' rights, Jacksonian era. [SE,SS]</td>
</tr>
<tr>
<td>HIST&amp; 147</td>
<td>US History II</td>
<td>5</td>
<td>5</td>
<td>Antebellum reform, Manifest Destiny, roots of Southern secession, Civil War and Reconstruction, rise of big business and organized labor, immigration and assimilation, American Imperialism, Progressive reform movement and World War I. [SE,SS]</td>
</tr>
<tr>
<td>HIST&amp; 148</td>
<td>US History III</td>
<td>5</td>
<td>5</td>
<td>The Twenties, the Great Depression and the New Deal, World War II, the Cold War consensus, Vietnam and the Watergate era, globalization and the 21st century. [SE,SS]</td>
</tr>
<tr>
<td>HIST&amp; 214</td>
<td>Pacific NW History</td>
<td>5</td>
<td>5</td>
<td>Survey of the political, cultural, economic and social development of the Pacific Northwest with special emphasis on Washington State history. [SE] [PNP]</td>
</tr>
<tr>
<td>HIST&amp; 215</td>
<td>Women In US History</td>
<td>5</td>
<td>5</td>
<td>The role of women in America from the Native American women up to today. Included within these parameters will be women's contributions and status within the family, the economy, the religious communities, the legal and political systems, and the culture. [SE,SS] [PNP]</td>
</tr>
<tr>
<td>HIST&amp; 219</td>
<td>Native American History</td>
<td>5</td>
<td>5</td>
<td>A survey of Native American history from the pre-Columbian era to the Twentieth century. Topics include Indian cultures, treaty making and breaking, Indian patriots, and law and Indian rights. [SE]</td>
</tr>
</tbody>
</table>
## HONORS (HONS)

<table>
<thead>
<tr>
<th>Selected</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 280</td>
<td>1-5 Credits/Units</td>
</tr>
</tbody>
</table>

5 hours of lecture
The study of a single theme from a multi-disciplinary perspective. Students should come to understand the interdisciplinary nature of education, and the relevance of education to contemporary issues. The goal of the seminar is to provide students with information, methodologies, and experience beyond their major field of study. Admission to the Honors Program required. [GE.SE]

<table>
<thead>
<tr>
<th>Special</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 290</td>
<td>1-6 Credits/Units</td>
</tr>
</tbody>
</table>

6 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]
HUMAN DEVELOPMENT (HDEV)

Transferred-In Course
HDEV 90 1.5 Credits/Units
This course is used for transfer credit.

Career And Life Planning
HDEV 100 3 Credits/Units
3 hours of lecture
Examination of personal values, interests, personality preferences, skills and abilities for the purpose of determining career, educational and leisure activities. Introduction to career development theory, occupational information resources and decision-making strategies. [GE]

Career Exploration
HDEV 101 2 Credits/Units
2 hours of lecture
Strategies for career choice and change: utilizing career assessment tools, personal preferences, and occupational resources to make informed career and educational decisions. [GE]

Anger And Conflict Management
HDEV 103 2 Credits/Units
2 hours of lecture
Develop self-control and positive personal power. Learn about personal anger triggers, appropriate versus inappropriate anger, family dynamics, communication, assertiveness, and conflict management strategies. Learn to use anger instead of letting it use you! Does not fulfill any court-mandated anger management course requirement. [GE,HR]

Self-Esteem
HDEV 105 2 Credits/Units
2 hours of lecture
Guided experience in self-motivation, values clarification, and empathetic regard for others. Structured small groups. [GE,HR]

Motivation And Study Skills
HDEV 116 2 Credits/Units
2 hours of lecture
Strategies for developing student behaviors and attitudes consistent with achieving success in college. Topics include campus resources to support student success; building effective study skills; developing skills for academic planning; time management and stress management. Appropriate for any student, particularly those working to improve basic skills and abilities necessary for higher level college courses. [GE]

College Success
HDEV 117 3 Credits/Units
3 hours of lecture
Strategies for successful student performance, including goal setting, academic planning, critical thinking and stress management. Focus on building effective academic skills of planning, memorizing, reading, note taking and test taking; identifying, utilizing, and evaluating campus resources and support services; fostering student responsibility for individual learning and behaviors promoting student achievement. College-level reading skills recommended. [GE]

Practical Reasoning And Decision Making
HDEV 120 3 Credits/Units
3 hours of lecture
Develop, analyze, evaluate and apply critical thinking to academic, career and personal pursuits. [GE] [PNP]

Relationships
HDEV 123 2 Credits/Units
2 hours of lecture
Strategies for strengthening relationships of all types. Designed to help participants explore relationship patterns and styles; information and skill building to facilitate more successful and satisfying relationships both personally and professionally. [GE,HR]

Basic Mindfulness Skills
HDEV 125 2 Credits/Units
2 hours of lecture
Mindfulness skills practice enhances physical and psychological wellbeing. Students will learn basic theory and application of these techniques for an effective mindfulness practice. [GE] [PNP]

Assertiveness
HDEV 155 3 Credits/Units
3 hours of lecture
Teaches skills needed to achieve personal goals related to assertive behavior. Focuses on reducing emotional blocks and changing thoughts, feelings, and behavior to enable one to act in their own best interest and to express themselves in challenging situations without excessive anxiety or anger. Role play is used to demonstrate and practice skills. Recommended for both those who find it difficult to speak up and those who appear abrasive. [GE, HR]

Intro To Service Learning & Civic Engagement
HDEV 175 2 Credits/Units
2 hours of lecture
The concept of service learning and its potential for inspiring civic engagement and community-based problem solving. Effective democratic citizenship demands awareness, knowledge, involvement, problem solving, and leadership. Through the development of a Community Action Project, we will explore all of these factors and their contributions to the development of democratic citizenship. Note: 10 hour service project requirement. [GE,HR]

Stress Management
HDEV 186 1 Credit/Unit
1 hours of lecture
Stress is an inevitable part of life affecting health, productivity, and relationships. Too little or too much stress can cause problems. Discover your unique reactions to stress and new options for handling stressful situations. [GE,HR]

Workplace Success
HDEV 195 1 Credit/Unit
1 hours of lecture
Learn how to analyze your current work experiences to increase your success and potential for advancement. Gain knowledge specific to your work demands, develop transferable skills in human relations, information, and resource management. Satisfies the concurrent enrollment requirements for Co-op Work Experience. [GE,HR]

Portfolio Development
HDEV 198 1 Credit/Unit
1 hours of lecture
A career/employment portfolio will be developed, including a career goals statement, qualifications brief, resume, work samples, recommendations and references. Learn to effectively use the portfolio to achieve employment goals. [GE,HR]
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Course may be repeated for credit. Up to 15 credits may be used as general elective credit. [GE]</td>
<td></td>
</tr>
<tr>
<td>HDEV 200</td>
<td>Professional Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2 hours of lecture Job search strategies and techniques using the latest techniques and technologies, will be discussed and practiced, including preparing an electronic resume for the Internet, e-mail and computer scanner. Various methods to conduct your personalized labor market research, prepare effective cover letters, and how to secure informational or employment interviews will be learned. Guest speakers from local business and industry to speak about etiquette and ethics in the work place. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>HDEV 280</td>
<td>Selected Topics</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Variety of topics in human development as listed in the term class schedule. May be repeated for credit. [GE]</td>
<td></td>
</tr>
<tr>
<td>HDEV 290</td>
<td>Special Projects</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>Opportunity to plan, organize and complete special projects approved by department 15 credits maximum. [GE]</td>
<td></td>
</tr>
<tr>
<td>HDEV 700</td>
<td>Electives</td>
<td>1-99</td>
</tr>
<tr>
<td></td>
<td>This course is used for transfer credit only. Zero-level and remedial coursework</td>
<td></td>
</tr>
<tr>
<td>HDEV 800</td>
<td>Electives</td>
<td>1-99</td>
</tr>
<tr>
<td></td>
<td>This course is used for transfer credit only. General electives</td>
<td></td>
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</tbody>
</table>
## HUMAN SERVICES
### SUBSTANCE ABUSE (HSSA)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>To</th>
<th>Addictive</th>
<th>Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSA&amp; 101</td>
<td></td>
<td></td>
<td>5 Credits/Units</td>
</tr>
</tbody>
</table>

5 hours of lecture

Basic theories course: effects on the body, diagnosis, treatment, and prevention of substance abuse. Emphasis on alcohol abuse and related problems in individuals and society. [GE]
INTENSIVE ENGLISH LANGUAGE PROGRAM (IELP)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELP 11</td>
<td>Essential Portfolio</td>
<td>2 Credits/Units</td>
<td>2 hours of lecture</td>
<td>For learners of English language at the beginning to low-intermediate level of academic English. Designed for students who have had some prior English study, rather than true beginners. Development of the ability to listen actively, speak so others can understand, read with understanding, and convey ideas in writing while developing a career portfolio.</td>
</tr>
<tr>
<td>IELP 12</td>
<td>Essential Written Communication Skills</td>
<td>6 Credits/Units</td>
<td>6 hours of lecture</td>
<td>For learners of English language who need to develop/improve writing skills at the beginning to low-intermediate level of academic English. Designed for students who have some prior English study, rather than true beginners. Development of writing skills in the context of college and career, with emphasis on sentence and paragraph level writing.</td>
</tr>
<tr>
<td>IELP 13</td>
<td>Essential Oral Communication Skills</td>
<td>3 Credits/Units</td>
<td>3 hours of lecture</td>
<td>For learners of English language who need to develop oral communication skills at the beginning to low-intermediate level of academic English. Designed for students who have some prior English study, rather than true beginners. Development of skills and strategies to listen actively and speak so others can understand in the context of college and career. Includes tasks such as one-one conversations, small group/class discussion and a group presentation.</td>
</tr>
<tr>
<td>IELP 14</td>
<td>Essential Technology Skills</td>
<td>3 Credits/Units</td>
<td>3 hours of lecture</td>
<td>For learners of English language at the beginning to low-intermediate level of academic English. Designed for students who have had some prior English study, rather than true beginners. Development of technology skills in the context of college and career.</td>
</tr>
<tr>
<td>IELP 15</td>
<td>Essential Study Skills</td>
<td>2 Credits/Units</td>
<td>2 hours of lecture</td>
<td>For learners of English language at the beginning to low-intermediate level of academic English. Designed for students who have had some prior English study, rather than true beginners. Strengthen study skills and reflect on various strategies and characteristics of successful college students.</td>
</tr>
<tr>
<td>IELP 19</td>
<td>Essential Pronunciation</td>
<td>2 Credits/Units</td>
<td>2 hours of lecture</td>
<td>For learners of English language who need to develop oral communication skills at the beginning to low-intermediate level of academic English. Designed for students who have had some prior English instruction, rather than true beginners. Introduction and development of key features of English pronunciation, focusing on common problems non-native speakers of English experience in understanding and producing consonant sounds, vowel sounds, stress, intonation, rhythm, and reduced speech in the context of college and career.</td>
</tr>
<tr>
<td>IELP 31</td>
<td>Intermediate Written Communication Skills</td>
<td>6 Credits/Units</td>
<td>6 hours of lecture</td>
<td>For learners of English language who need to improve writing skills at the intermediate level of academic English. Development of writing skills for academic purposes that focuses on college readiness. Students will improve written fluency as well as accuracy in writing, grammar, and vocabulary use.</td>
</tr>
<tr>
<td>IELP 32</td>
<td>Intermediate Oral Communication Skills</td>
<td>6 Credits/Units</td>
<td>6 hours of lecture</td>
<td>For learners of English language who need to improve oral communication skills at the intermediate level of academic English. Focus on college readiness. Students will improve listening comprehension as well as fluency and accuracy in speaking.</td>
</tr>
<tr>
<td>IELP 33</td>
<td>Intermediate English &amp; Health</td>
<td>6 Credits/Units</td>
<td>6 hours of lecture</td>
<td>For learners of English language who need to improve writing skills at the intermediate level of academic English. Development of writing skills for academic purposes that focuses on college readiness in the context of health (health assessment, improvement plans, body functions, nutrition and healthy life practices).</td>
</tr>
<tr>
<td>IELP 51</td>
<td>Advanced English &amp; US History/Government</td>
<td>7 Credits/Units</td>
<td>7 hours of lecture</td>
<td>For learners of English language who need to improve writing skills at the advanced level of academic English. Development of writing skills for academic purposes. Critical reading and writing skills are taught in the context of US history and government.</td>
</tr>
<tr>
<td>IELP 52</td>
<td>Advanced English &amp; Science/CWP</td>
<td>7 Credits/Units</td>
<td>7 hours of lecture</td>
<td>For learners of English language who need to improve writing skills at the advanced level of academic English. Development of writing skills for academic purposes. Critical reading and writing skills are taught in the context of Science and Contemporary World Problems.</td>
</tr>
<tr>
<td>IELP 53</td>
<td>Advanced Academic Grammar</td>
<td>4 Credits/Units</td>
<td>4 hours of lecture</td>
<td>For learners of English language who need to improve accuracy in their writing at the advanced level of academic English. Development of writing skills for academic purposes that will emphasize concepts such as sentence types, sentence structure, clauses, phrases and verb tenses. Students will apply academic English conventions to their own writing.</td>
</tr>
<tr>
<td>IELP 61</td>
<td>Essential Writing</td>
<td>5 Credits/Units</td>
<td>5 hours of lecture</td>
<td>For learners of English language who need to develop/improve writing skills at the beginning to low-intermediate level of academic English. Designed for students who have some prior English study, rather than true beginners. The goal is to develop writing skills for general and academic purposes, with emphasis on sentence and paragraph level writing. Students will improve written fluency as well as accuracy in writing, grammar, and vocabulary use.</td>
</tr>
</tbody>
</table>
### Course Descriptions

**Intermediate Reading**
- **IELP 72**
  - 5 Credits/Units
  - 5 hours of lecture
  - For learners of English language who need to improve reading skills at the intermediate level of academic English. The primary goal is to develop reading ability for general and academic reading and improve comprehension of a range of authentic and some modified multi-paragraph texts.

**Intermediate Oral Communication**
- **IELP 74**
  - 3 Credits/Units
  - 3 hours of lecture
  - For learners of English language who need to improve all language skills at the intermediate level of academic English. The primary goal is to improve English skills, while exploring academic content, utilizing learning technology and developing problem solving skills.

**Advanced Oral Communication**
- **IELP 82**
  - 5 Credits/Units
  - 5 hours of lecture
  - For learners of English language who need to develop/improve oral communication skills at the advanced level of academic English. Students will develop skills and strategies to carry out complex extended communication tasks in informal and formal academic contexts (conversation, group discussion, and simple academic informational or persuasive presentations), improve their ability to listen actively, speak so others can understand and develop skills to improve communication across cultural boundaries.

**Advanced Reading**
- **IELP 83**
  - 5 Credits/Units
  - 5 hours of lecture
  - For learners of English language who need to improve reading skills at the advanced level of academic English. The primary goal is to develop reading ability for general and academic reading and improve comprehension of a range of authentic, basic college-level materials.

**Advanced Integrated Skills**
- **IELP 84**
  - 3 Credits/Units
  - 3 hours of lecture
  - For learners of English language who need to improve all language skills at the advanced level of academic English. The primary goal is to develop advanced English skills, while exploring a range of academic content, utilizing learning technology and developing problem solving skills.

**Upper Advanced English/Contemporary World Problem**
- **IELP 90**
  - 7 Credits/Units
  - 7 hours of lecture
  - For learners of English language who need to improve writing skills at the upper advanced level of academic English. Development of writing skills for academic purposes that will emphasize college-level reading and writing skills for direct transition into college-level English composition. Students will improve written fluency as well as accuracy in writing, grammar and vocabulary as they gain a deeper understanding of the systems of power, privilege, and inequity and how they relate to current world problems.
<table>
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<tr>
<th>Course</th>
<th>Code</th>
<th>Credits/Units</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Upper Advanced Writing</td>
<td>IELP 91</td>
<td>5</td>
<td>For learners of English language who need to improve writing skills at the upper advanced level of academic English. Includes review and mastery of skills developed in IELP 081. The goal is to develop writing skills for academic purposes, with emphasis on complex sentences and mid-length texts such as essays and other types of academic writing. Students will improve written fluency as well as accuracy in writing, grammar and vocabulary use in preparation for transfer into college-level courses.</td>
</tr>
<tr>
<td>Upper Advanced Oral Communication</td>
<td>IELP 92</td>
<td>5</td>
<td>For learners of English language who need to develop/improve oral communication skills at the upper advanced level of academic English. Students will develop skills and strategies to carry out complex, extended and unstructured communication tasks in informal and formal academic contexts (academic multi-party conversation, group discussion, and simple academic informational or persuasive presentations). Learn how and/or improve ability to listen actively, speak so others can understand and develop skills to improve communication across cultural boundaries in preparation for transfer into college-level courses.</td>
</tr>
<tr>
<td>Upper Advanced Reading</td>
<td>IELP 93</td>
<td>5</td>
<td>For learners of English language who need to improve reading skills at the upper advanced level of academic English. The primary goal is to develop reading ability for academic reading, and improve comprehension of a range of authentic, multi-paragraph, multi-page college-level materials in preparation for transfer into college-level courses.</td>
</tr>
<tr>
<td>Upper Advanced Integrated Skills</td>
<td>IELP 94</td>
<td>3</td>
<td>For learners of English language who want to improve all language skills at the upper advanced level of academic English. The primary goal is to develop upper advanced English skills, while exploring a wide range of college level content, utilizing learning technology and developing problem solving skills in preparation for transfer into college-level courses.</td>
</tr>
<tr>
<td>Selected Topics</td>
<td>IELP 99</td>
<td>1-8</td>
<td>8 hours of lecture</td>
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<td></td>
<td>Various topics, themes, content in intensive English language studies. Because the content varies, this course is repeatable for credit for different topics. [PNP]</td>
</tr>
<tr>
<td>College Essentials: Int’L Student Intro To Clark</td>
<td>IELP 101</td>
<td>3</td>
<td>Designed for international students new to Clark College. Focuses on making a successful transition to college and US life. Topics include goal setting, personal management skills, developing an academic plan, developing cultural competence including American cultural behaviors in education settings, communication skills, financial literacy, and an introduction to student resources at the college, as well as serving as an extension of the International student orientation program.</td>
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## JAPANESE (JAPN)

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<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Credits</th>
<th>Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>JAPN 150</td>
<td>Abroad</td>
<td>1 Credit</td>
<td>1</td>
<td>Preparing students to travel with the Clark College study abroad program in Japan. Successful completion of this course is required for students to participate in the travel abroad program. Application and acceptance into the study abroad program also required. [GE,SE]</td>
</tr>
<tr>
<td>JAPN 151</td>
<td>Reading And Writing</td>
<td>1 Credit</td>
<td>1</td>
<td>Reading and writing about various themes and topics in Japanese and English. Focus on manga; short literature, Japanese cultural readings, and letters from Japan. Instruction in English. [GE,SE] [PNP]</td>
</tr>
<tr>
<td>JAPN 152</td>
<td>Reading And Writing</td>
<td>1 Credit</td>
<td>1</td>
<td>Continuation of reading and writing about various themes and topics in Japanese and English. Focus on manga, short literature, Japanese cultural readings, and letters from Japan. Instruction in English. [GE,SE] [PNP]</td>
</tr>
<tr>
<td>JAPN 153</td>
<td>Reading And Writing</td>
<td>1 Credit</td>
<td>1</td>
<td>Continuation of reading and writing about various themes and topics in Japanese and English. Focus on manga, short literature, Japanese cultural readings, and letters from Japan. Instruction in English. [GE,SE] [PNP]</td>
</tr>
<tr>
<td>JAPN 171</td>
<td>Culture And Society</td>
<td>5 Credits</td>
<td>5</td>
<td>Introductory study of Japanese culture and society with various topics, including education, gender roles, and family structure. Emphasis on traditional elements that have shaped Japanese values such as history, religion, and art, as well as social changes and current social issues. Hands-on study is included such as Japanese etiquette, tea ceremony and calligraphy. [SE]</td>
</tr>
<tr>
<td>JAPN 199</td>
<td>Cooperative Work Experience</td>
<td>1-8 Credits</td>
<td>24</td>
<td>Summer cooperative work experience in Japan. Requires use of Japanese language. Enroll in this course Spring quarter prior to participation abroad. [GE, SE]</td>
</tr>
<tr>
<td>JAPN 280</td>
<td>Selected Topics</td>
<td>1-5 Credits</td>
<td>5</td>
<td>Course focuses on selected topics in Japanese. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE,SE]</td>
</tr>
<tr>
<td>JAPN 290</td>
<td>Special Projects</td>
<td>1-5 Credits</td>
<td>5</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>JAPN 900</td>
<td>Electives</td>
<td>1-99 Credits</td>
<td>1</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>
JOURNALISM (JOUR)

Introduction

JOUR 101
5 Credits/Units
5 hours of lecture
Introduction to skills fundamental to journalism and newswriting, as well as an understanding of the role and significance of journalists and their work. Topics include the evolution in media and news today, ethical challenges, shifts in audience involvement and technological advances. Writing-intensive activities to master a clear, concise, accurate style. [HA, GE, SE]

College News Production
JOUR 110
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

Digital News
JOUR 111
5 Credits/Units
5 hours of lecture
Writing-intensive instruction and training in digital news, including an introduction to and practice in online news delivery tools, including audio and video reporting and editing, social media, data visualization, blogs and others. Emphasis on ethical issues. Considerable hands-on work requiring high motivation to work independently as well as collaboratively with classmates and instructor. [HA, GE, SE]

College News Production
JOUR 120
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

College News Production
JOUR 130
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

Cooperative Work Experience
JOUR 199
1-5 Credits/Units
15 hours of clinical
Supervised work experience in newspaper or other journalism position. Completion of specific learning objectives and employer evaluation. [GE]

Advanced Newswriting
JOUR 201
3 Credits/Units
3 hours of lecture
Continuation of JOUR 101. Focus on longer, more complex stories, including features and opinion writing. Students will complete a short research project. [GE]

College News Production
JOUR 210
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

College News Production
JOUR 220
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

College News Production
JOUR 230
1-3 Credits/Units
6 hours of lab
Apply and expand upon the skills and lessons acquired in JOUR 101 to produce the Clark College newspaper, 'The Independent.' Develop new expertise and insight in multimedia reporting and editing; photojournalism; digital production and delivery of news; workplace professionalism; ethics; teamwork; advanced reporting, writing and story development; critique; alternative story forms; and project and time management. Besides lectures and lessons, the format includes field work (research) and writing, collaborative problem-solving, exercises, quizzes and production of the final news product. [GE, SE]

News Editing
JOUR 272
3 Credits/Units
3 hours of lecture
Basic editing skills. Emphasis on proofreading, clarity, trimming headlines. Basic modular layout, editor responsibilities and Associated Press Style. [GE]
Selected Topics:
JOUR 280 1-3 Credits/Units
3 hours of lecture
The course focuses on selected topics in Journalism. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedule. [GE]

Special Projects
JOUR 290 1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize, and complete special projects approved by the department. [GE]

JOUR Electives
JOUR 800 1-99 Credits/Units
This course is used for transfer credit only. General electives

JOUR Electives
JOUR 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

JOUR Electives
JOUR 930 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies (A list humanities).
# MACHINING TECHNOLOGY (MACH)

<table>
<thead>
<tr>
<th>Basic</th>
<th>General</th>
<th>Machining Processes</th>
<th>Credits/Units</th>
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<td>MACH 111</td>
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2 hours of lecture / 6 hours of lab

Instruction and practical application in general shop safety, safe practices and dangers of a machine shop environment. Demonstrations of proper use of micrometers and measurement tools. Procedures for deburring parts. Types of drill bits and their uses. Drill bit sharpening. Use of bandsaws and bandsaw blade welders. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Engine Lathe Processes I</th>
<th>Credits/Units</th>
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<tr>
<td>MACH 111</td>
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2 hours of lecture / 6 hours of lab

Instruction and practical application of engine lathe nomenclature and safety. Calculate speeds and feeds for use with an engine lathe. Setup and operation of engine lathe for the basic operations of turning, facing and drilling. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Vertical Milling Processes I</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>MACH 111</td>
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</table>

2 hours of lecture / 6 hours of lab

Instruction and practical application using nomenclature and safety for the vertical mill. Setup indicators and edge finders. Operations to include squaring of a work piece, drilling and reaming holes in various materials. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Vertical Milling Processes II</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>MACH 111</td>
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</tbody>
</table>

2 hours of lecture / 6 hours of lab

Instruction and practice to use engine lathe for turning material both concentric and straight, creating square shoulders, and facing a part. Drilling with the tailstock. Cutting external UNF and UNC threads. The use and care of taps. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Vertical Milling Processes II</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>MACH 111</td>
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</table>

2 hours of lecture / 6 hours of lab

Instruction and practical application using the vertical mill for drilling procedures, squaring of a workpiece, and reaming operations. Practice in machine setups to complete these operations. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Surface Grinder Processes</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>MACH 111</td>
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</table>

2 hours of lecture / 6 hours of lab

Instruction and practice of safe usage of the surface grinders. Instruction of nomenclature for surface grinders. The use and care of handtools for inspection and setup of the surface grinder. Identify and safely use grinding wheels to grind workpiece flat and parallel, setup and operation to dress various shapes. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Engine Lathe Processes III</th>
<th>Credits/Units</th>
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</thead>
<tbody>
<tr>
<td>MACH 111</td>
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<tr>
<td>MACH 131</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Instruction and practical application using the engine lathe with four jaw chucks, cutting multiple start and acme threads. Use of formulas and different methods for cutting tapers. [GE]

<table>
<thead>
<tr>
<th>Basic</th>
<th>Engine Lathe Processes III</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 111</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MACH 112</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MACH 113</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MACH 122</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MACH 123</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MACH 131</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Instruction and practical application using the vertical milling machine with an indexing head. Application of form cutting tools, keyway cutters, and face milling. [GE]

<table>
<thead>
<tr>
<th>Cooperative Work Experience</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 199</td>
<td>1-5</td>
</tr>
</tbody>
</table>

15 hours of clinical

Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

<table>
<thead>
<tr>
<th>Elementary Metallurgy Lab</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 235</td>
<td>2</td>
</tr>
</tbody>
</table>

4 hours of lab

Introduction to physical metallurgy, oriented towards the machinist trade. Covers destructive and non-destructive testing, steel manufacturing and its classification, identification methods, alloy steel, cast and wrought iron, heat treating. [GE]

<table>
<thead>
<tr>
<th>Advanced Precision Measurement</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 241</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Introducing the concepts and vocabulary of basic measuring systems and tools, basic tolerance, print reading, calibration fundamentals, surface measurements, threads and thread inspection, hole inspection, optical comparator operation and use, CMM operation and use and GDT basics and inspection techniques. All required modules will be completed on the Tooling U website. Before moving on, the student will complete each module with 80% or higher and a certificate. [GE]

<table>
<thead>
<tr>
<th>Intro To CNC Lathe Conversational Programming</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 242</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Setup and operation of Haas TL-1 CNC Lathe. Creating and editing Intuitive Programming System conversational programs. [GE]

<table>
<thead>
<tr>
<th>Intro To CNC Mill Conversational Programming</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 243</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Setup and operation of TRAK bed mill. Creating and editing PROTO TRAK conversational programs. [GE]

<table>
<thead>
<tr>
<th>Tooling Concepts</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 251</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Concepts of metal removal, quality systems, and workholding. [GE]

<table>
<thead>
<tr>
<th>CNC Lathe Setup And Operation</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 252</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Instruction and practical application for the safe setup, operation, and Interactive Graphics Function programming of HAAS ST-10 CNC lathe. Produce and edit NC programs on the CNC lathe. [GE]

<table>
<thead>
<tr>
<th>CNC Milling Setup And Operation</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACH 253</td>
<td>5</td>
</tr>
</tbody>
</table>

2 hours of lecture / 6 hours of lab

Setup and operation of the Haas vertical mill. Manually create and edit M and G code numerical control programs for the Haas vertical mill. [GE]
Advanced EDM Processes
MACH 261 5 Credits/Units
2 hours of lecture / 6 hours of lab
Instruction and practical application for the safe setup, operation, and
Mastercam software programming of the Charmilles Wire Electric
Discharge Machine (EDM). Produce and edit Mastercam NC programs for
the Charmilles Wire EDM. [GE]

Advanced CNC Lathe Programming
MACH 262 5 Credits/Units
2 hours of lecture / 6 hours of lab
Instruction and practical application for the safe setup, operation, and
Mastercam software programming of Okuma CNC lathe. Produce and edit
Mastercam NC programs for the Okuma CNC lathe. [GE]

Advanced Milling 3D Programming And Machining
MACH 263 5 Credits/Units
2 hours of lecture / 6 hours of lab
Use 2D and 3D geometry within cam software (Mastercam) to produce
CNC programs for vertical mills. [GE]

Selected Topics
MACH 280 1-5 Credits/Units
5 hours of lecture
Selected topics in Machining as listed in the term class schedule.
Repeatable for credit. [GE]

Special Projects
MACH 290 1-6 Credits/Units
6 hours of lecture
Opportunity to plan, organize and complete special projects approved by
the department. [GE]

MACH Electives
MACH 800 1-99 Credits/Units
This course is used for transfer credit only. General electives
**MANAGEMENT (MGMT)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 101</td>
<td>Principles Of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to management theory, functions, and topics to include diversity, leading change, decision making, and team work. Focus on practical applications, useful to both new and experienced managers. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 103</td>
<td>Applied Management Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing concepts and skills in employee motivation, communication, and supervisory leadership. Promoting effective relations and performance in the work group. Case discussions and role situations develop understanding of individual and group problems encountered by the supervisor. [GE]</td>
<td></td>
</tr>
<tr>
<td>MGMT 106</td>
<td>Motivation and Performance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Review of motivational factors of human relations used to enhance motivation and interpersonal communications; focus on the ways motivation impacts the success or failure of organizations. [GE,HR]</td>
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<tr>
<td>MGMT 107</td>
<td>Supervisory Communication I, Written</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Review of writing mechanics covering grammar, punctuation, and sentence and paragraph structure. Students practice writing effective business letters, documentation, supervisory reports, office memoranda, and bulletins. [CA,GE]</td>
<td></td>
</tr>
<tr>
<td>MGMT 110</td>
<td>Creative Problem Solving Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Review of the creative and analytical thinking necessary for effective problem-solving in the workplace. Concepts include left/right brain thinking, stages in the creative process, habits that hinder thinking and producing ideas, the role of criticism, and effective communication of solutions. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 112</td>
<td>Conflict Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2 hours of lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study of the factors causing conflicts and ways to resolve them. Conflict with individuals and groups, conflict management styles, and win-win situations. [GE,HR][PNP]</td>
<td></td>
</tr>
<tr>
<td>MGMT 120</td>
<td>Supervisor As A Trainer Coach</td>
<td>3</td>
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<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Study of the supervisor’s role in the training and professional of employees. Topics include identifying training needs, selecting the appropriate type of training, distinguishing between training and coaching situations, and supporting employees to improve performance. Activities include practical training and coaching techniques. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 122</td>
<td>Leadership Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
<td></td>
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<tr>
<td></td>
<td>Developing practical leadership skills to influence the organizational performance for managers and non-managers. Topics include leadership roles and styles; the communication process; team building and group interactions; and organizational politics, power, and influence. Applications include leading in business, not-for-profit organizations, clubs, and social organizations. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 125</td>
<td>Team Building And Group Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Methods for creating, developing, and nurturing work groups and teams in the workplace to achieve organizational objectives. Focus on the effective roles of the supervisor and team members. Topics include group behavior for problem-solving, group learning, conflict resolution, and team interactions and communications. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 126</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 hours of lecture</td>
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<tr>
<td></td>
<td>Introduction to current practices in successful project management and in creating a quality project plan. Case examples provide the opportunity for first-hand practice in developing the individual steps of a project cycle, using current software in project management. [GE]</td>
<td></td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Developing an understanding of the functions and skills needed by supervisors concerning employment recruitment, selection and placement, staff planning and development, job descriptions and analysis, promotions, transfers, separations, wage and salary administration, and EEO requirements. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 132</td>
<td>Legal Issues In Employee Relations</td>
<td>3</td>
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<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Study of human resource topics such as employment law, hiring, discrimination, employment-at-will, drug testing, health insurance, unemployment, worker’s compensation, wages and hours; and civil rights. Focus on due process for both public and private employees, including labor relations and collective bargaining. [GE,HR]</td>
<td></td>
</tr>
<tr>
<td>MGMT 133</td>
<td>Production And Operations Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 hours of lecture</td>
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<tr>
<td></td>
<td>Techniques for improving productivity and quality and reducing waste. Topics include measuring quality and productivity, process definition and control, problem-solving, continuous improvement, and personal productivity for the production and service environment. [GE]</td>
<td></td>
</tr>
<tr>
<td>MGMT 226</td>
<td>Project Management Standards and Planning I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5 hours of lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies the concepts, issues, and approaches important in effectively managing projects as standardized by the Project Management Body of Knowledge (PMBOK). Topics include project initiation, project selection, project planning and documentation, negotiation, budgeting, and scheduling. Topics are viewed from a managerial perspective. Use of industry-standard software for project management is actively applied throughout the course. [SE]</td>
<td></td>
</tr>
</tbody>
</table>
Project Management Standards and Planning II
MGMT 227  5 Credits/Units
5 hours of lecture
Studies the concepts, issues, and approaches important in effectively managing projects as standardized by the Project Management Body of Knowledge (PMBOK). Continuing from MGMT 226, topics include project charter updates, project quality and communication documentation, resource allocation and management plan, in-project management and control, project auditing, and project closure and finalization. Topics are viewed from a managerial perspective. Use of industry-standard software for project management is actively applied throughout the course. [SE]

Selected Topics
MGMT 280  1-5 Credits/Units
5 hours of lecture
Varying topics in supervisory management, as listed in the term class schedule. May be repeated for credit. [GE]

Special Projects
MGMT 290  1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

MGMT Electives
MGMT 800  1-99 Credits/Units
This course is used for transfer credit only. General electives
## MATHEMATICS (MATH)

### Intermediate Algebra In Society
- **MATH 95**
  - 5 Credits/Units
  - 5 hours of lecture
  - A continuation of MATH 090. Primarily intended for STEM and Business programs that require college-level coursework such as College Algebra, College Trigonometry, or Finite Mathematics. Also suitable as a program prerequisite. Provides a foundation in intermediate algebra skills and preparation for college-level coursework. Topics include: Factoring, rational expressions, radical expressions, exponential and logarithmic equations and functions, quadratic equations, exponential and logarithmic functions. [CP]

### Applied Intermediate Algebra
- **MATH 96**
  - 5 Credits/Units
  - 5 hours of lecture
  - A continuation of MATH 092. Primarily intended for programs that require college-level coursework such as Math in Society, Statistics, or Mathematics for Elementary Teachers. Also suitable as a program prerequisite. Covers intermediate algebra skills applications and prepares students for college-level mathematics. Topics include: functions; exponent rules; polynomial operations and basic factoring; defining and solving quadratic, rational and radical equations; and basic exponential and logarithmic equations and functions. Applications of these techniques to modeling and solving real-world problems are emphasized. College success strategies are integrated throughout the course. [CP]

### College Algebra
- **MATH 103**
  - 5 Credits/Units
  - 5 hours of lecture
  - Trigonometric ratios, right angle trigonometry, law of sines, law of cosines, radian measure, trigonometric identities, inverse trigonometric functions, trigonometric equations, graphs of trigonometric functions, polar coordinates, and two-dimensional vectors. This is a challenging and technical course primarily intended for those majoring in Mathematics, Physical Science or Engineering. It is a preparatory class for the four-term Calculus series. The Mathematics Division highly recommends that students who need BOTH College Algebra (MATH 111 or MATH 110) AND College Trigonometry (MATH103) complete College Algebra first. [Q, SE]

### Finite Math with Support
- **MATH 104**
  - 5 Credits/Units
  - 5 hours of lecture
  - Covers the same topics as Finite Mathematics (MATH 105), paired with a linked support course (MATH 004). This course allows students who are placed near but not at college readiness to take Finite Math, and provides support for students who complete MATH 096 and choose to change majors. Topics include: lines; linear systems; matrices; linear programming using geometric and simplex methods; mathematics of finance; polynomial, rational, exponential and logarithmic functions and models. [CP, Q, SE]
Finite Mathematics
MATH 105
5 hours of lecture
Lines; linear systems; matrices; linear programming using geometric and simplex methods; mathematics of finance; polynomial, rational, exponential and logarithmic functions and models. [Q, SE]

College Algebra With Support
MATH 110
5 hours of lecture
Covers the same topics as college algebra (MATH 111), paired with a linked course (MATH 010). This allows students who are placed near but not at college readiness to take College Algebra, and provides support for students who complete MATH 096 and choose to change majors. An introduction to functions from symbolic, numerical, and graphical points of view. Topics include linear, polynomial, rational, radical, logarithmic, and exponential functions, systems of equations, conic sections, and mathematical modeling. This is a challenging and technical course primarily intended for those majoring in Mathematics, Physical Science or Engineering. It is a preparatory course for the four-term Calculus series. [CP; Q, SE]

Math For Elementary Teachers
MATH 111
5 hours of lecture
An introduction to functions from symbolic, numerical, and graphical points of view. Topics include polynomial; logarithmic, and exponential functions; inequalities, absolute value equations and inequalities, systems of equations, conic sections, and mathematical modeling. This is a challenging and technical course primarily intended for those majoring in Mathematics, Physical Science or Engineering. It is a preparatory course for the four-term Calculus series. The Mathematics Division highly recommends that students who need BOTH College Algebra (MATH 111 or MATH 110) AND College Trigonometry (MATH 103) complete College Algebra first. [Q, SE]

Math For Elementary Teachers
MATH 122
5 hours of lecture
The first of a three-term sequence of courses designed for prospective elementary school teachers. Focus on problem solving, set theory, numeration systems, whole number arithmetic, and fractions. [Q, SE]

Math For Elementary Teachers
MATH 123
5 hours of lecture
The second of a three-term sequence of courses designed for prospective elementary school teachers. Focus on geometric shapes, measurement, triangle congruence and similarity, coordinate geometry, transformations, trigonometry and geometric problem solving. May be taken concurrently with MATH 124, the third course in the sequence. [Q, SE]

Math For Elementary Teachers
MATH 124
5 hours of lecture
The third of a three-term sequence of courses designed for prospective elementary school teachers. Focus on integers, decimals, number theory; elementary statistics, combinatorics and probability; functions and their graphs. Study of data analysis and probability including problem solving techniques and concepts in algebra. May be taken concurrently with MATH 123, the second course in the sequence. [Q, SE]

Calculus For Life Sciences
MATH 140
6 hours of lecture
Survey of differentiation and integration with applications to problems in Biology and Environmental Science. [GE, Q, SE]

Statistics II
MATH 147
3 hours of lecture
Inference techniques involving two or more populations; regression inference, analysis of variance (ANOVA), and Chi-square tests are included among other statistical topics with applications to fields of nursing, science, engineering, and social science. [Q]

Cooperative Work Experience
MATH 199
15 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

Linear Algebra
MATH 215
5 hours of lecture
An introduction to Linear Algebra. This course is intended primarily for students of Mathematics, the Physical Sciences, or Engineering. Topics include systems of linear equations, matrices, linear transformations, vectors, vector spaces, eigenvalues, and orthogonality. Applications will also be explored. [Q, SE]

Differential Equations
MATH 221
5 hours of lecture
Elementary theory and applications of ordinary differential equations. Linear equations, linear systems, Laplace transforms, boundary value problems, series and iterative methods. [Q, SE]

Selected Topics
MATH 280
5 hours of lecture
Selected topics in mathematics. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Individual topics are listed in the term class schedules. [GE,SE]

Special Projects
MATH 290
1-5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

Electives
MATH 700
1-99 hours of lecture
This course is used for transfer credit only. Zero-level and remedial coursework

Electives
MATH 800
1-99 hours of lecture
This course is used for transfer credit only. General electives

Electives
MATH 900
1-99 hours of lecture
This course is used for transfer credit only. Non direct equivalencies
### Math In Society (CCN) - MATH& 107
- **Credit Units:** 5
- **Lecture Hours:** 5

A study of a variety of mathematical topics including mathematical models, finance, statistics, and probability. Additional topics may include number theory, geometry, voting theory, networks, apportionment and other topics. For students who do not plan to take additional mathematics. \([Q,SE]\)

### Introduction To Stat - MATH& 146
- **Credit Units:** 5
- **Lecture Hours:** 5

Descriptive statistical methods, probability, binomial and normal probability distributions, estimation of parameters, tests of hypotheses, and regression analysis are included among other statistical topics with applications to fields of nursing, science, engineering, and social science. \([Q]\)

### Business Calculus - MATH& 148
- **Credit Units:** 5
- **Lecture Hours:** 5

Introductory calculus with applications for business, life sciences, and social sciences. Differential, integral, and elementary multivariate calculus. \([Q,SE]\)

### Calculus I - MATH& 151
- **Credit Units:** 5
- **Lecture Hours:** 5

First course in the four term calculus sequence intended primarily for students of mathematics, the physical sciences, or engineering. Covers the foundations of calculus of a single variable. Topics include limits, differentiation, applications of differentiation to properties of functions and their graphs, solving real-world problems, and the basics of integration. \([Q,SE]\)

### Calculus II - MATH& 152
- **Credit Units:** 5
- **Lecture Hours:** 5

Second course in the four term calculus sequence intended primarily for students of mathematics, the physical sciences, or engineering. Topics include techniques of integration, applications of integration, conics, parametric equations, polar coordinates, and polar equations. \([Q,SE]\)

### Calculus III - MATH& 153
- **Credit Units:** 5
- **Lecture Hours:** 5

Third course in the four term calculus sequence intended for students of mathematics, the physical sciences, or engineering. Topics include sequences and series, three-dimensional vectors and lines, planes, cylindrical and spherical coordinates; and vector valued functions and their derivatives, integrals, and applications. \([Q,SE]\)

### Calculus IV - MATH& 254
- **Credit Units:** 5
- **Lecture Hours:** 5

Fourth course in the four term calculus sequence intended primarily for students of mathematics, the physical sciences, or engineering. Covers the calculus of functions of several variables. Topics include limits; partial derivatives, iterated integrals, and their applications, vector fields; gradient; divergence and curl; line and surface integrals; and classic vector calculus theorems. \([Q,SE]\)
MECHATRONICS (MTX)

Industrial
MTX 100
1 hours of lecture
Concurrent enrollment in MTX 101 or consent of Instructional Unit. Introduction to the general safety practices and information needed while working in a manufacturing setting. Material will include federal safety regulations, safe operations and practices in the technical crafts of the industry. [GE]

DC
MTX 101
1 hours of lecture / 4 hours of lab
Concurrent enrollment in MTX 100 or consent of Instructional Unit. Fundamentals of DC circuits with emphasis on algebraic analysis of resistive networks. Includes hands-on experience in DC circuit construction, measurement and troubleshooting. [GE]

AC
MTX 102
2 hours of lecture / 4 hours of lab
Fundamentals of AC resistive, capacitive and inductive networks with emphasis placed on methods of analysis and circuit characteristics. Includes hands-on experience in AC circuit construction, measurement, and troubleshooting. [GE]

Basic Measurement Tools
MTX 103
1 hours of lecture / 2 hours of lab
Concurrent enrollment in MTX 100 or consent of Instructional Unit. Fundamentals of measurement tools. Topics include basic measurement, S.I. and U.S. customary measurement, precision measurement tools and dimensional gauging. [GE]

Basic Hydraulics
MTX 105
2 hours of lecture / 2 hours of lab
Fundamentals of hydraulics. Topics include hydraulic power systems, hydraulic circuits, principles of hydraulic pressure and flow and various types of hydraulic valves. [GE]

Fluid Power Systems
MTX 106
2 hours of lecture / 4 hours of lab
Explore the fundamentals of fluid power systems, both compressible and non-compressible fluid types. Engage in various hands-on activities to solidify their understanding of fluid power concepts, components and circuit configuration and design. [GE]

Basic Pneumatics
MTX 107
1 hours of lecture / 2 hours of lab
Concurrent enrollment in MTX 102. Fundamentals of pneumatics. Topics include pneumatic power systems, basic pneumatic circuits principles of pneumatic pressure and flow and pneumatic speed control. [GE]

Electric Motor Control
MTX 110
2 hours of lecture / 4 hours of lab
Fundamentals of electric motor control. Topics include electrical safety, control transformers, overload protection, ladder logic, control relays, electronic sensors, and other topics related to the fundamental operation of electronic motor control. [GE]

Electrical Power Distribution
MTX 113
1 hours of lecture / 2 hours of lab
Concurrent enrollment in MTX 102. Fundamentals of electrical power distribution as it relates to mechatronics. Topics include an introduction to raceways, conduit bending, rigid conduit, flexible conduit, conductors, disconnects, overcurrent protection, conduit sizing, and wire pulling techniques. [GE]

Mechatronics
MTX 117
1 hours of lecture / 2 hours of lab
Fundamentals of mechatronics. Topics include automation operations, control systems, mechatronic safety, component adjustments, manual operation, pneumatic and electric pick and place. [GE]

Mechanical Drives
MTX 120
2 hours of lecture / 2 hours of lab
Introduction to mechanical drive systems. Topics include mechanical power transmission safety, machine installation, motor mounting, shaft speed measurement, torque and power measurement, v-belt, chain and spur gear drives and other topics as well. Advantages of each system type will be discussed and compared. [GE]

Semiconductors
MTX 121
1 hours of lecture / 4 hours of lab
Fundamentals and applications of diodes, transistors and special-purpose semiconductor devices. Includes hands-on experience in semiconductor circuit construction, measurement and troubleshooting. [GE]

Pick And Place Robot
MTX 123
1 hours of lecture / 4 hours of lab
Fundamentals of the pick and place robot using the SMC system. Topics include pneumatic robotic systems, preventive maintenance and troubleshooting as well as pneumatic robot control. [GE]

Servo Robot
MTX 125
2 hours of lecture / 2 hours of lab
Introduction to the articulated arm servo robot using the SMC system. Topics include basic robot operation, teach point programming, PC software programming, application development, flexible manufacturing cells, quality control and production control. [GE]

Piping
MTX 127
1 hours of lecture / 2 hours of lab
Concurrent enrollment in MTX 102. Fundamentals of piping. Topics include metal piping systems, metal piping installation, metal tubing systems and hoses. [GE]

Programmable Logic Controllers
MTX 130
1 hours of lecture / 2 hours of lab
Introduction to programmable logic controllers. Topics include basic programming of PLCs, PLC motor control methods, discrete I/O interfacing, event sequencing, timers, counters and program control instructions. [GE]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture / Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTX 132</td>
<td>Siemens PLC 1</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 135</td>
<td>Industrial Electrical Wiring</td>
<td>3</td>
<td>1 / 4</td>
</tr>
<tr>
<td>MTX 140</td>
<td>Robotic Systems</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 145</td>
<td>Electrical Power &amp; Distribution Systems</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 150</td>
<td>Mechanical Drives</td>
<td>2</td>
<td>1 / 2</td>
</tr>
<tr>
<td>MTX 153</td>
<td>DC Drives</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 165</td>
<td>Electric Motor Control</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 175</td>
<td>Mechatronics Systems</td>
<td>3</td>
<td>2 / 2</td>
</tr>
<tr>
<td>MTX 180</td>
<td>Thermal Process Control</td>
<td>5</td>
<td>3 / 4</td>
</tr>
<tr>
<td>MTX 199</td>
<td>Flow Process Control</td>
<td>5</td>
<td>3 / 4</td>
</tr>
<tr>
<td>MTX 205</td>
<td>Electro-Fluid Power</td>
<td>4</td>
<td>2 / 4</td>
</tr>
<tr>
<td>MTX 207</td>
<td>Electrical Power &amp; Distribution Systems</td>
<td>5</td>
<td>3 / 4</td>
</tr>
<tr>
<td>MTX 209</td>
<td>Flow Process Control</td>
<td>5</td>
<td>3 / 4</td>
</tr>
<tr>
<td>MTX 210</td>
<td>Electro-Fluid Power</td>
<td>4</td>
<td>2 / 4</td>
</tr>
</tbody>
</table>

**Description:***

- **Siemens PLC**: Introduction to Siemens programmable logic controllers. Topics include basic programming of PLCs, PLC motor control methods, discrete I/O interfacing, event sequencing, timers, counters and program control instructions. Exposure to the Siemen STEP 7 programming. May prepare them for Siemens PLC Level 1 certification. [GE]
- **Industrial Electrical Wiring**: Fundamentals of industrial electrical wiring. Topics include electrical prints, electrical panels, wiring between panels, wire color coding, control system wiring and wire bundling. A final grade of 'C' or better is required for degree or certification consideration. [GE]
- **Robotic Systems**: Fundamentals of the pick and place robots using the SMC system. Topics include pneumatic robotic systems, preventive maintenance and troubleshooting as well as pneumatic robot control. Introduction to the articulated arm servo robot using the SMC system including basic robot operation, teach point programming, PC software programming, application development, flexible manufacturing cells, quality control and production control. [GE]
- **Electrical Power & Distribution Systems**: Fundamentals of power transmission safety, machine installation, motor mounting, shaft speed measurement, torque and power measurement, v-belt, chain and spur gear drives, heavy-duty v-belts, v-belt selection and maintenance, synchronous belt drives, lubrication concepts, precision shaft alignment techniques and heavy-duty chain drives, various bearing types as used in mechanical drive systems as well as advanced gear drives, plain bearings, ball bearings, roller bearings and anti-friction bearings, as well as gaskets and seals. Advantages and disadvantages of each system type will be discussed and compared. [GE]
- **Mechanical Drives**: Intermediate concepts of mechanical drive systems. Topics include heavy-duty v-belts, v-belt selection and maintenance, synchronous chain drives, lubrication concepts, precision shaft alignment techniques and heavy-duty chain drives. Advantages of each system type will be discussed and compared. [GE]
- **DC Drives**: Introduction to DC drives. Topics include DC motion control, SCR control, DC spindle drives, DC axis drives and DC pulse width modulation drives. [GE]
- **Electric Motor Control**: Fundamentals of electric motor control troubleshooting techniques. Techniques include control component, motor starter and systems troubleshooting methods. Related topics include various motor braking methods and power distribution. [GE]
- **Mechatronics Systems**: Fundamentals of mechatronic systems troubleshooting. Topics include mechatronics safety, automation operations, open and closed-loop control systems, system block diagrams, block diagram transfer functions, system troubleshooting using block diagrams down to component level, manual operation methods used to troubleshoot automated systems, component adjustments, applications with pneumatic and electric integrated pick and place robot systems. [GE]
- **Thermal Process Control**: Introduction to level/flow process control using the SMC system. Topics include process control concepts, safety, sight gauges, instrument tags, piping and instrumentation diagrams, loop controllers, final control elements, level management, liquid level control, methods of automatic control as well as other concepts. [GE]
- **Flow Process Control**: Introduction to level/flow process control using the SMC system. Topics include process control concepts, safety, sight gauges, instrument tags, piping and instrumentation diagrams, loop controllers, final control elements, level management, liquid level control, methods of automatic control as well as other concepts. [GE]
- **Electro-Fluid Power**: Fundamentals of electro-fluid power. Topics include electrical control systems, basic control devices, power devices, control relays, sequencing, timer and pressure control and circuit applications. [GE]
### Mechatronics (MTX)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture/Lab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTX 216</td>
<td>Mechanical Drives</td>
<td>5</td>
<td>3/4</td>
<td>Advanced concepts of manufacturing stations of the SMC system as it applies to mechatronics. Topics include flexible materials handling, robot workstations, inventory control, serial robot communications, PLC communications, barcode pallet tracking, manufacturing execution systems, manufacturing management and simulation, ethernet operation and applications. [GE]</td>
</tr>
<tr>
<td>MTX 220</td>
<td>Workplace Organization And Practices</td>
<td>2</td>
<td>1/2</td>
<td>1 hour of lecture, 2 hours of lab</td>
</tr>
<tr>
<td>MTX 221</td>
<td>Semiconductors</td>
<td>3</td>
<td>1/4</td>
<td>1 hour of lecture, 4 hours of lab</td>
</tr>
<tr>
<td>MTX 223</td>
<td>Work Teams And Product Design</td>
<td>3</td>
<td>2/2</td>
<td>2 hours of lecture, 2 hours of lab</td>
</tr>
<tr>
<td>MTX 224</td>
<td>Motor Drive Systems</td>
<td>5</td>
<td>2/6</td>
<td>2 hours of lecture, 6 hours of lab</td>
</tr>
<tr>
<td>MTX 225</td>
<td>Speed Control Systems</td>
<td>2</td>
<td>1/2</td>
<td>1 hour of lecture, 2 hours of lab</td>
</tr>
<tr>
<td>MTX 227</td>
<td>Mechanical Drives</td>
<td>4</td>
<td>2/4</td>
<td>2 hours of lecture, 4 hours of lab</td>
</tr>
<tr>
<td>MTX 230</td>
<td>Laser Alignment</td>
<td>2</td>
<td>1/2</td>
<td>1 hour of lecture, 2 hours of lab</td>
</tr>
<tr>
<td>MTX 232</td>
<td>Digital Electronics Fundamentals</td>
<td>3</td>
<td>1/4</td>
<td>1 hour of lecture, 4 hours of lab</td>
</tr>
<tr>
<td>MTX 240</td>
<td>Process Control Systems</td>
<td>6</td>
<td>3/6</td>
<td>3 hours of lecture, 6 hours of lab</td>
</tr>
<tr>
<td>MTX 250</td>
<td>Advanced Programmable Logic Controllers</td>
<td>4</td>
<td>2/4</td>
<td>2 hours of lecture, 4 hours of lab</td>
</tr>
<tr>
<td>MTX 260</td>
<td>Advanced Pneumatics And Vacuum Systems</td>
<td>3</td>
<td>2/2</td>
<td>2 hours of lecture, 2 hours of lab</td>
</tr>
<tr>
<td>MTX 270</td>
<td>Capstone</td>
<td>3</td>
<td>6</td>
<td>6 hours of lab</td>
</tr>
</tbody>
</table>
Advanced Fluid Power Systems
MTX 275 5 Credits/Units
2 hours of lecture / 6 hours of lab
Advanced concepts of electronically controlled fluid power and vacuum systems. Topics include electrical control systems, basic control devices, power devices, control relays, sequencing, timer and pressure control and circuit applications. Advanced concepts of pneumatics and vacuum troubleshooting as they apply to industry including moving loads pneumatically, vacuum systems, air compressors, air preparation troubleshooting, troubleshooting pneumatic cylinders, motor and rotary actuator troubleshooting, vacuum system troubleshooting and other topics. [GE]

Selected Topics
MTX 280 1-5 Credits/Units
5 hours of lecture
Selected topics in mechatronics. Topics vary and course theme and content change to reflect new topics. Because the course varies in contents it is repeatable for credit. Individual topics are listed in the ter class schedules. [SE]

Project Management And Lean Manufacturing
MTX 285 2 Credits/Units
1 hours of lecture / 2 hours of lab
Introduction to project management within the enterprise system. Various topics include project management, lean manufacturing and industrial engineering systems. [GE]

Special Projects
MTX 290 1-5 Credits/Units
Opportunity to plan, organize, and complete special projects approved by the department. [GE]

Manufacturing System Principles
MTX 292 4 Credits/Units
3 hours of lecture / 2 hours of lab
Introduction to the enterprise system: topics include technology sectors, team concepts, product design and engineering impacts, business presentation and business presentation software, enterprise economics, and marketing basics. [GE]

Organizational Entrepreneurship
MTX 295 3 Credits/Units
2 hours of lecture / 2 hours of lab
Introduction to economics and marketing techniques applicable to the business enterprise. Topics include enterprise economics, marketing basics and entrepreneurship. [GE]

Capstone/Final Project
MTX 296 4 Credits/Units
1 hours of lecture / 6 hours of lab
Work as a team and create a manufacturing scenario using the SMC FMS-200 flexible manufacturing system equipment OR work independently on a final project that incorporates the prior coursework in Mechatronics Technology. [GE]

MTX Electives
MTX 800 1-99 Credits/Units
This course is used for transfer credit only. General Elective
### METEOROLOGY (METR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Lecture/Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>METR 101</td>
<td>Atm And Environment</td>
<td>5</td>
<td>4 hours of lecture / 2 hours of lab</td>
</tr>
<tr>
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<tr>
<td>METR 201</td>
<td>Global Climate Change</td>
<td>5</td>
<td>3 hours of lecture / 4 hours of lab</td>
</tr>
<tr>
<td></td>
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<tr>
<td>METR 290</td>
<td>Special Projects</td>
<td>1-5</td>
<td>5 hours of lecture</td>
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<td></td>
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<tr>
<td>METR 800</td>
<td>Electives</td>
<td>1-99</td>
<td>This course is used for transfer credit only. General electives</td>
</tr>
<tr>
<td>METR 900</td>
<td>Electives</td>
<td>1-99</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
<tr>
<td>METR 990</td>
<td>Electives</td>
<td>1-99</td>
<td>This course is used for transfer credit only. LAB non direct equivalencies</td>
</tr>
</tbody>
</table>

Fundamental theories in meteorology and current topics in the atmospheric sciences are developed conceptually for non-science students interested in the changing environment. Topics include atmospheric structure and composition, global circulation and atmospheric motions, clouds and precipitation, weather patterns and weather prediction, tornadoes, hurricanes, the greenhouse effect, atmospheric ozone, air pollution, and El Nino. [NS, SE]

An introduction to Earth's complex climate system and how it has changed over time. The role of the atmosphere, oceans, biosphere, geosphere, and extraterrestrial factors on Earth's present climate will be examined, as well as the impacts to human and biological systems. Data and instrumentation used to measure and describe Earth's present and past climate will be explored. Future climate predictions will be discussed along with potential adaption and mitigation efforts. [NS, GE, SE]

Opportunity to plan and complete special projects approved by the Instructional Unit. [GE]
Fundamentals of reading and writing music including clefs, pitch, scales, chords and rhythm.

Special Seminars
MUSC 100
5 hours of lecture
Special workshops on various musical topics as listed in the term class schedule. [HA, SE]

Beginning Piano Class
MUSC 101
2 hours of lecture
Beginning-level study of the piano. [HB, SE]

Reading Rhythm Lab
MUSC 103
4 hours of lab
Learn or improve reading of musical rhythms. Self-paced, individualized instruction using tapes. Placement in program via pre-test. Covers basic to professional level. [GE,HB,SE]

Music In Early Childhood Education
MUSC 106
3 hours of lecture
Introduction to music as a teaching tool for young children, and to the importance of music in the educational development of children. Students develop skills in reading music, working with the musical abilities of young children, and using music in the classroom. [GE,HB,SE]

Beginning Guitar Class
MUSC 110
2 hours of lecture
Beginning-level study of the guitar. [HB, SE]

Beginning Voice Class
MUSC 115
1 hour of lecture / 2 hours of lab
Basic technique and knowledge about singing. No previous experience or music study required. [GE,HB,SE]

Music History: Middle Ages To Baroque
MUSC 116
5 hours of lecture
Music of the Middle Ages, Renaissance and Baroque studied in context of its cultural and historical environment. Recordings of Gregorian chant, polyphonic music of the Renaissance (des Pres and Palestrina) and Baroque music (Bach, Frescobaldi, Corelli, Monteverdi, and Handel) listened to and studied. [GE,HA,SE]

Music History: Classical/Romantic
MUSC 117
5 hours of lecture
Music of the classical and romantic eras studied in context of its cultural and historical environment. Recordings of Haydn, Mozart, Beethoven, Schubert, Wagner, Brahms, and others listened to and studied. [HA, SE]

Music History: Twentieth Century
MUSC 118
5 hours of lecture
Music of the twentieth century studied in context of its cultural and historical environment. Recordings and live performances. Debussy, Stravinsky, Schoenberg, Berg, Hindemith, Stockhausen, and others listened to and studied in context of 20th century culture. [GE,SE,HA]

Rock Music
MUSC 125
3 hours of lecture
Rhythm, melody, harmony, timbre, text uses, and form in current rock music. Problems and definitions of these elements with illustrations from various styles of rock music. [HA, SE]

Oriental Music
MUSC 126
3 Credits/Units

World Folk Music
MUSC 127
3 hours of lecture
Folk music in selected cultures beginning with the Anglo-American folk song. Music and cultural values. Role of music in folk cultures. Appreciation of differences in music styles as they relate to their social settings. [GE,HA,SE]

Jazz Appreciation
MUSC 135
3 Credits/Units
3 hours of lecture
Jazz Appreciation is intended to provide students with relevant and compelling facts about jazz that illustrate its colorful history, its mixture of ethnic diversity, and the impact the music has had on American popular culture. The class utilizes multimedia presentations and music examples to guide students through an interactive process of learning how to listen to jazz, a chronology of significant jazz periods, the societal events that impact each period, and the biographies and significance of key musicians. [HA, SE]

Clark College Chorale
MUSC 137
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]

Clark College Chorale
MUSC 138
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]

Clark College Chorale
MUSC 139
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]
Orchestra
MUSC 150 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Orchestra
MUSC 151 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Orchestra
MUSC 152 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Women's Choral Ensemble
MUSC 153 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Women's Choral Ensemble
MUSC 154 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Women's Choral Ensemble
MUSC 155 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Applied Voice
MUSC 170 1 Credit/Unit
1 hours of lecture
Private voice lessons. [HB, SE]

Applied Voice
MUSC 171 1 Credit/Unit
1 hours of lecture
Private voice lessons. [HB, SE]

Applied Voice
MUSC 172 1 Credit/Unit
1 hours of lecture
Private voice lessons. [HB, SE]

Applied Piano
MUSC 173 1 Credit/Unit
1 hours of lecture
Private piano lessons. For students with some previous keyboard experience. [HB, SE]

Applied Piano
MUSC 174 1 Credit/Unit
1 hours of lecture
Private piano lessons. For students with some previous keyboard experience. [HB, SE]

Applied Piano
MUSC 175 1 Credit/Unit
1 hours of lecture
Private piano lessons. For students with some previous keyboard experience. [HB, SE]

Concert Band
MUSC 180 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [HB, SE]

Concert Band
MUSC 181 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [HB, SE]

Concert Band
MUSC 182 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [HB, SE]

Concert Choir
MUSC 183 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]

Concert Choir
MUSC 184 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
Prerequisite: Audition or consent of Instructional Unit. The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]

Concert Choir
MUSC 185 1-2 Credits/Units
1 hours of lecture / 2 hours of lab
The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]

Jazz Improvisation
MUSC 186 2 Credits/Units
1 hours of lecture / 2 hours of lab
Improvisation on one or more of the traditional jazz band instruments or through vocal interpretation. [GE, HB, SE]
Intermediate-level study of the guitar. [GE, HB, SE]

2 hours of lecture / 2 hours of lab
Combination of woodwinds and brasses organized as performing groups. Experience in ensemble playing. Familiarization with literature for ensembles. [GE, HB, SE]

Jazz

MUSC 195
1 hour of lecture / 2 hours of lab
Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]

Jazz

MUSC 196
1 hour of lecture / 2 hours of lab
Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]

Jazz

MUSC 197
1 hour of lecture / 2 hours of lab
Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]

Intermediate

Piano Class

MUSC 201
2 hours of lecture
Intermediate-level study of the piano. [HB, SE]

Advanced

Piano Class

MUSC 202
2 hours of lecture
A continuation of instruction from Intermediate Piano. Baroque, classic, romantic, and contemporary repertoire, jazz stylings and fake books. [GE, HB, SE]

Intermediate

Guitar Class

MUSC 210
2 hours of lecture
Intermediate-level study of the guitar. [GE, HB, SE]

Clark College Chorale

MUSC 237
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]

Clark College Chorale

MUSC 238
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]

Clark College Chorale

MUSC 239
1 hour of lecture / 2 hours of lab
The Clark College Chorale performs a wide variety of choral literature including classical masterworks and non-classical genres for both male and female as well as mixed-voicing choral music. Open to all students and community members, the Chorale performs a minimum of one concert per term with possible additional performances. [HB, SE] [PNP]

Orchestra

MUSC 250
1 hour of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Orchestra

MUSC 251
1 hour of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Orchestra

MUSC 252
1 hour of lecture / 2 hours of lab
Performance of orchestral literature from a variety of periods and styles. [HB, SE]

Women's Choral Ensemble

MUSC 253
1 hour of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Women's Choral Ensemble

MUSC 254
1 hour of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Women's Choral Ensemble

MUSC 255
1 hour of lecture / 2 hours of lab
Performance of choral music from a variety of periods and styles written for women's voices. [HB, SE] [PNP]

Applied Voice

MUSC 270
1 hour of lecture
Private voice lessons. [HB, SE]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 271</td>
<td>Applied Voice</td>
<td>1 Credit/Unit</td>
<td>1 hour of lecture</td>
<td>Private voice lessons. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 272</td>
<td>Applied Voice</td>
<td>1 Credit/Unit</td>
<td>1 hour of lecture</td>
<td>Private voice lessons. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 273</td>
<td>Applied Piano</td>
<td>1 Credit/Unit</td>
<td>1 hour of lecture</td>
<td>Private piano lessons. For students with some previous keyboard experience. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 274</td>
<td>Applied Piano</td>
<td>1 Credit/Unit</td>
<td>1 hour of lecture</td>
<td>Private piano lessons. For students with some previous keyboard experience. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 275</td>
<td>Applied Piano</td>
<td>1 Credit/Unit</td>
<td>1 hour of lecture</td>
<td>Private piano lessons. For students with some previous keyboard experience. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 280</td>
<td>Concert Band</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [GE,HB,SE]</td>
</tr>
<tr>
<td>MUSC 281</td>
<td>Concert Band</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 282</td>
<td>Concert Band</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students with experience performing on brass, woodwind, and percussion instruments. The Clark College Concert Band performs a wide spectrum of standard concert band and contemporary wind ensemble literature in at least one concert per term. Topics include musical excellence, and skills for teamwork and leadership. No auditions necessary to enroll but the ability to read music on your respective instrument is required. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 283</td>
<td>Concert Choir</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 284</td>
<td>Concert Choir</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 285</td>
<td>Concert Choir</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>The concert choir performs a wide variety of choral music in at least one public concert per term. Music notation, vocal technique, and effective interpretation of music literature. Open to all students interested in improving their vocal skills. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 286</td>
<td>Jazz Ensemble</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/ Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 287</td>
<td>Jazz Ensemble</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/ Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]</td>
</tr>
<tr>
<td>MUSC 288</td>
<td>Jazz Ensemble</td>
<td>1-2 Credits/Units</td>
<td>1 hour of lecture / 2 hours of lab</td>
<td>Open to all students who perform on saxophone, trumpet, trombone, guitar, piano, bass, and drum set. Topics include performance techniques of jazz styles and repertoire and introduction to a wide variety of jazz subjects from improvisation and jazz history to understanding Latin/ Afro-Cuban jazz rhythm. Additional topics include musical excellence and skills for teamwork and leadership. Jazz improvisation skills not required, but strong music reading skills are required, to be assessed at the beginning of the term. [HB, SE]</td>
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</table>
MUSC Electives
MUSC 800 1-99 Credits/Units
This course is used for transfer credit only. General Elective

MUSC Electives
MUSC 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

MUSC Electives
MUSC 930 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies (A list humanities).

Music Appreciation
MUSC& 104 3 Credits/Units
3 hours of lecture
Study and understanding of music. Nonverbal explorations into the listening process, a brief look at the history of Western music, and work in formal descriptive music analysis. [HA,SE]

Ear Training 1
MUSC& 121 1 Credit/Unit
2 hours of lab
Learning to write what is heard in melodic and intervallic ways. Sight singing and chord recognition. Develops rhythmic, melodic, and harmonic perception skills through dictation, sight singing and drill. [HB,SE]

Ear Training 2
MUSC& 122 1 Credit/Unit
2 hours of lab
Continuation of MUSC& 121. Learning to write what is heard in melodic and intervallic ways. Sight-singing and chord recognition. Develops rhythmic, melodic, and harmonic perception skills through dictation, sight-singing and drill. [HB,SE]

Ear Training 3
MUSC& 123 1 Credit/Unit
2 hours of lab
Continuation of MUSC& 122. Learning to write what is heard in melodic and intervallic ways. Sight-singing and chord recognition. Develops rhythmic, melodic, and harmonic perception skills through dictation, sight-singing and drill. [HB,SE]

Music Theory I
MUSC& 141 5 Credits/Units
5 hours of lecture
First-year musicianship. Sound sources and nature of sound. Writing skills and use of musical symbol-notation. Basic vocabulary of music. Introduction to forms, composition, and analysis. Open to all students. [HA,SE]

Music Theory II
MUSC& 142 5 Credits/Units
5 hours of lecture
Continuation of MUSC& 141. Addition to the I 6-4, II, VI, III chords to harmonic tones, ear training in melodic and rhythmic concepts. Intervals and introduction to the keyboard. [HA,SE]

Music Theory III
MUSC& 143 5 Credits/Units
5 hours of lecture
Continuation of MUSC& 142. Chromatic chords, popular song forms and jazz-related harmonies and forms. [HA,SE]

Music Theory IV
MUSC& 221 1 Credit/Unit
2 hours of lab
Continuation of MUSC& 123. Trains students to write what they hear in harmonic and polyphonic textures. Examples coordinated with theory classes. [HB,SE]

Music Theory V
MUSC& 222 1 Credit/Unit
2 hours of lab
Trains students to write what they hear in harmonic and polyphonic textures. Examples coordinated with theory classes. [HB,SE]

Music Theory VI
MUSC& 223 1 Credit/Unit
2 hours of lab
Trains students to write what they hear in harmonic and polyphonic textures. Examples coordinated with theory classes. [HB,SE]

Music Theory VII
MUSC& 231 3 Credits/Units
3 hours of lecture
Extended chromatic chords, borrowed chords, Neapolitan 6th chords, augmented 6th chords, and study of two part inventions and fugue. [HA,SE]

Music Theory VIII
MUSC& 232 3 Credits/Units
3 hours of lecture
Study of altered dominants, chromatic mediants, variation form, sonata form, and rondo form. [HA,SE]

Music Theory IX
MUSC& 233 3 Credits/Units
3 hours of lecture
Extensions of harmonic language and compositional style of the 20th/21st century, including atonal forms. [HA,SE]

Applied Instrument: Flute
MUSCA 101 1 Credit/Unit
1 hours of lecture
Private flute lessons. [HA, SE]

Applied Instrument: Violin
MUSCA 102 1 Credit/Unit
1 hours of lecture
Private violin lessons. [HB, SE]

Applied Instrument: Cello
MUSCA 103 1 Credit/Unit
1 hours of lecture
Private cello lessons. [HB, SE]

Applied Instrument: Viola
MUSCA 104 1 Credit/Unit
1 hours of lecture
Private viola lessons. [HB, SE]

Applied Instrument: Trumpet
MUSCA 105 1 Credit/Unit
1 hours of lecture
Private trumpet lessons. [HB, SE]

Applied Instrument: Guitar
MUSCA 106 1 Credit/Unit
1 hours of lecture
Private guitar lessons. [HB, SE]
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<td>MUSCA 135</td>
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<td>MUSCA 139</td>
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<td>Private percussion lessons. Continuation of MUSCA 111. [HB, SE]</td>
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<td>Private trombone lessons. Continuation of MUSCA 111. [HB, SE]</td>
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<th>Instrument: Cello</th>
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<td>MUSCA 171</td>
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<td>MUSCA 134</td>
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Applied Instrument: Cello  
MUSCA 173  
1 Credit/Unit  
1 hours of lecture  
Private cello lessons. Continuation of MUSCA 133. [HB, SE]

Applied Instrument: Viola  
MUSCA 174  
1 Credit/Unit  
1 hours of lecture  
Private viola lessons. Continuation of MUSCA 134. [HB, SE]

Applied Instrument: Trumpet  
MUSCA 175  
1 Credit/Unit  
1 hours of lecture  
Private trumpet lessons. Continuation of MUSCA 135. [HB, SE]

Applied Instrument: Guitar  
MUSCA 176  
1 Credit/Unit  
1 hours of lecture  
Private guitar lessons. Continuation of MUSCA 136. [HB, SE]

Applied Instrument: Clarinet  
MUSCA 177  
1 Credit/Unit  
1 hours of lecture  
Private clarinet lessons. Continuation of MUSCA 137. [HB, SE]

Applied Instrument: Bass  
MUSCA 178  
1 Credit/Unit  
1 hours of lecture  
Private bass lessons. Continuation of MUSCA 138. [HB, SE]

Applied Instrument: Horn  
MUSCA 179  
1 Credit/Unit  
1 hours of lecture  
Private horn lessons. Continuation of MUSCA 139. [HB, SE]

Applied Instrument: Bassoon  
MUSCA 180  
1 Credit/Unit  
1 hours of lecture  
Private bassoon lessons. Continuation of MUSCA 140. [HB, SE]

Applied Instrument: Trombone  
MUSCA 181  
1 Credit/Unit  
1 hours of lecture  
Private trombone lessons. Continuation of MUSCA 141. [HB, SE]

Applied Instrument: Sax  
MUSCA 182  
1 Credit/Unit  
1 hours of lecture  
Private sax lessons. Continuation of MUSCA 142. [HB, SE]

Applied Instrument: Percussion  
MUSCA 183  
1 Credit/Unit  
1 hours of lecture  
Private percussion lessons. Continuation of MUSCA 143. [HB, SE]

Applied Instrument: Oboe  
MUSCA 184  
1 Credit/Unit  
1 hours of lecture  
Private oboe lessons. Continuation of MUSCA 144. [HB, SE]

Applied Instrument: Euphonium  
MUSCA 185  
1 Credit/Unit  
1 hours of lecture  
Private euphonium lessons. Continuation of MUSCA 145. [HB, SE]

Applied Instrument: Tuba  
MUSCA 186  
1 Credit/Unit  
1 hours of lecture  
Private tuba lessons. Continuation of MUSCA 146. [HB, SE]

Applied Instrument: Flute  
MUSCA 201  
1 Credit/Unit  
1 hours of lecture  
Private flute lessons. Continuation of MUSCA 171. [HB, SE]

Applied Instrument: Violin  
MUSCA 202  
1 Credit/Unit  
1 hours of lecture  
Private violin lessons. Continuation of MUSCA 172. [HB, SE]

Applied Instrument: Cello  
MUSCA 203  
1 Credit/Unit  
1 hours of lecture  
Private cello lessons. Continuation of MUSCA 173. [HB, SE]

Applied Instrument: Viola  
MUSCA 204  
1 Credit/Unit  
1 hours of lecture  
Private viola lessons. Continuation of MUSCA 174. [HB, SE]

Applied Instrument: Trumpet  
MUSCA 205  
1 Credit/Unit  
1 hours of lecture  
Private trumpet lessons. Continuation of MUSCA 175. [HB, SE]

Applied Instrument: Guitar  
MUSCA 206  
1 Credit/Unit  
1 hours of lecture  
Private guitar lessons. Continuation of MUSCA 176. [HB, SE]

Applied Instrument: Clarinet  
MUSCA 207  
1 Credit/Unit  
1 hours of lecture  
Private clarinet lessons. Continuation of MUSCA 177. [HB, SE]

Applied Instrument: Bass  
MUSCA 208  
1 Credit/Unit  
1 hours of lecture  
Private bass lessons. Continuation of MUSCA 178. [HB, SE]

Applied Instrument: Horn  
MUSCA 209  
1 Credit/Unit  
1 hours of lecture  
Private horn lessons. Continuation of MUSCA 179. [HB, SE]

Applied Instrument: Bassoon  
MUSCA 210  
1 Credit/Unit  
1 hours of lecture  
Private bassoon lessons. Continuation of MUSCA 180. [HB, SE]

Applied Instrument: Trombone  
MUSCA 211  
1 Credit/Unit  
1 hours of lecture  
Private trombone lessons. Continuation of MUSCA 181. [HB, SE]

Applied Instrument: Sax  
MUSCA 212  
1 Credit/Unit  
1 hours of lecture  
Private sax lessons. Continuation of MUSCA 182. [HB, SE]

Applied Instrument: Percussion  
MUSCA 213  
1 Credit/Unit  
1 hours of lecture  
Private percussion lessons. Continuation of MUSCA 183. [HB, SE]

Applied Instrument: Oboe  
MUSCA 214  
1 Credit/Unit  
1 hours of lecture  
Private oboe lessons. Continuation of MUSCA 184. [HB, SE]
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<tr>
<th>Applied Instrument</th>
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<td>Private tuba lessons. Continuation of MUSCA 186. [HB, SE]</td>
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<td>MUSCA 216</td>
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<td>Private flute lessons. Continuation of MUSCA 201. [HB, SE]</td>
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<td>MUSCA 233</td>
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<td>Private cello lessons. Continuation of MUSCA 203. [HB, SE]</td>
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<td>MUSCA 234</td>
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<td>Private viola lessons. Continuation of MUSCA 204. [HB, SE]</td>
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<td>MUSCA 239</td>
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<td>Private horn lessons. Continuation of MUSCA 209. [HB, SE]</td>
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<td>Private trombone lessons. Continuation of MUSCA 211. [HB, SE]</td>
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<td>1</td>
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<td>Private cello lessons. Continuation of MUSCA 219. [HB, SE]</td>
<td>MUSCA 250</td>
<td>MUSCA 249</td>
</tr>
</tbody>
</table>
### Applied Instrument: Trombone

**MUSCA 281**
- 1 Credit/Unit
- 1 hour of lecture
- Private trombone lessons. Continuation of MUSCA 241. [HB, SE]

### Applied Instrument: Sax

**MUSCA 282**
- 1 Credit/Unit
- 1 hour of lecture
- Private sax lessons. Continuation of MUSCA 242. [HB, SE]

### Applied Instrument: Percussion

**MUSCA 283**
- 1 Credit/Unit
- 1 hour of lecture
- Private percussion lessons. Continuation of MUSCA 243. [HB, SE]

### Applied Instrument: Oboe

**MUSCA 284**
- 1 Credit/Unit
- 1 hour of lecture
- Private oboe lessons. Continuation of MUSCA 244. [HB, SE]

### Applied Instrument: Euphonium

**MUSCA 285**
- 1 Credit/Unit
- 1 hour of lecture
- Private euphonium lessons. Continuation of MUSCA 245. [HB, SE]

### Applied Instrument: Tuba

**MUSCA 286**
- 1 Credit/Unit
- 1 hour of lecture
- Private tuba lessons. Continuation of MUSCA 246. [HB, SE]
Cooperative Work Experience

18 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employee evaluation. [GE] [PNP]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Hours of Lecture</th>
<th>Hours of Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTEC 235</td>
<td>Linux Administration 1</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 236</td>
<td>Linux Administration 2</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 238</td>
<td>Microsoft SQL Server Administration 1</td>
<td>4</td>
<td>2</td>
<td>4</td>
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<tr>
<td>NTEC 239</td>
<td>Microsoft Office 365 Administration</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NTEC 242</td>
<td>Datacenter Virtualization Technology</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 252</td>
<td>Linux Administration 1</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 253</td>
<td>Linux Administration 2</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 259</td>
<td>Capstone Experience: Network Technologies</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 297</td>
<td>Capstone Experience: Cisco Technologies</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 299</td>
<td>Capstone Experience: Network Technologies</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>NTEC 321</td>
<td>Enterprise Networking Foundation</td>
<td>5</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

Course descriptions:
- **NTEC 235** - Linux Administration 1. Covers the following: administration of Windows Server; implementing a Group Policy infrastructure; managing User and Service Accounts; maintaining Active Directory Domain Services; configuring and troubleshooting DNS and Remote Access; installing, configuring and troubleshooting the Network Policy Server role; optimizing File Services; increasing File System Security; implementing Update Management. Part of a three-course sequence that may help prepare for the MCSA (Microsoft Certified Solutions associate) industry certification. [GE]
- **NTEC 236** - Linux Administration 2. Builds on the skills learned in NTEC 151 and NTEC 252. Covers the following: shells, scripting and data management, interfaces and desktops, administrative tasks, essential system services, networking fundamentals, and security. This course may help students prepare for taking the COMPTIA LINUX+/LPI (Linux Professional Institute) LPIC-1 industry certification (Exam 102). [GE]
- **NTEC 238** - Microsoft SQL Server Administration. 2 hours of lecture / 4 hours of lab. Covers the skills necessary for installing and configuring Microsoft's SQL Server along with setting up a database and associated objects. Course focuses upon the role of Database Administrator in managing procedures to ensure that data is consistently, reliably available, and recoverable. Students will manage SQL Server instances and databases. Also includes optimizing and troubleshooting SQL Server, implementing basic security and data integrity measures, and granting data access privileges to individual users. [GE]
- **NTEC 239** - Microsoft Office 365 Administration. 2 hours of lecture / 2 hours of lab. Microsoft Office 365 is powered by the cloud and designed to help meet reliability, security, and user productivity needs. Students will plan, deploy, and operate Microsoft Office 365 including its identities, dependencies, requirements, and supporting technologies. Students will configure administrative roles, manage user and group accounts, implement security and monitor Office 365 availability. [GE]
- **NTEC 242** - Datacenter Virtualization Technology. 4 hours of lecture / 4 hours of lab. Fundamentals of server and desktop virtualization. Topics include practical and conceptual skills for understanding basic virtualization concepts, comparison of physical servers and virtualized servers, skills for planning and implementing datacenter virtualization, the virtualized approach to datacenters with functions and services of their components, plus the various components, concepts and skill-sets associated with virtualization. [GE]
- **NTEC 252** - Linux Administration 1. 4 hours of lecture / 4 hours of lab. Builds on the skills learned in NTEC 151 - Linux Essentials course. Covers the following: system architecture, Linux installation and package management, GNU and UNIX commands, devices, Linux file systems, and file system hierarchy standards. This course may help students prepare for taking the COMPTIA LINUX+/LPI (Linux Professional Institute) LPIC-1 industry certification (Exam 101). [GE]
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits/Units</th>
<th>Prerequisite</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cybersecurity Programming &amp; Scripting Foundation</td>
<td>NTEC 361</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Focuses on learning to use the Python programming language to accomplish</td>
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<td></td>
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<td>coding tasks related to the basics of programming as well as the fundamental</td>
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<td>notions and techniques used in object-oriented programming. May prepare</td>
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<td>students to attain the industry certification PCAP (Certified Associate in</td>
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<td></td>
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<td>Python Programming) from the Python Institute.</td>
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<tr>
<td>Iot Foundation: Connecting Things</td>
<td>NTEC 364</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<tr>
<td></td>
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<td></td>
<td>Explores how nearly object can be connected to the Internet, from</td>
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<td>washing machines to an airplane’s jet engine, even organic items like crops</td>
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<td>and cows. Introduction to the basis of this exciting and emerging field</td>
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<td>using hands-on activities to model securely connecting sensors to cloud</td>
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<td>services over IP networks and collecting data in an end-to-end IoT (Internet</td>
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<td>of Things) system. [GE]</td>
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<tr>
<td>Big Data &amp; Analytics Foundation</td>
<td>NTEC 365</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<td>Explores modern, real-time applications, IoT (Internet of Things) systems</td>
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<td>and the data they collect. Includes collecting, storing, and visualizing</td>
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<td>data obtained from IoT sensors and using data analytics to gain insights from</td>
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<td>the intelligence produced. [GE]</td>
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<tr>
<td>Cybersecurity Foundation</td>
<td>NTEC 371</td>
<td>5</td>
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<td>3 hours of lecture / 4 hours of lab</td>
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<td></td>
<td>Provides a wide overview of cybersecurity concepts and places an emphasis</td>
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<td>on mitigating specific security issues with extensive hands-on lab</td>
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<td>activities. May prepare students to attain the industry certification</td>
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<td></td>
<td>CompTIA Security+. [GE]</td>
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<tr>
<td>Cybersecurity Penetration Testing</td>
<td>NTEC 472</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<td></td>
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<td></td>
<td>Covers the penetration testing as well as vulnerability assessment and</td>
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<td>management. Emphasizes skills necessary to determine the resiliency of a</td>
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<td>network against attacks. Includes how to customize assessment frameworks</td>
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<td>to effectively collate on and report findings as well as best practices to</td>
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<td>communicate recommended strategies to improve the overall state of IT</td>
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<td>security. May prepare students to attain the industry certification</td>
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<td>CompTIA Pen Test. [GE]</td>
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<tr>
<td>Cybersecurity Analyst</td>
<td>NTEC 473</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<td>Covers behavioral analytics skills to identify and combat malware and</td>
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<td>advanced persistent threats with an emphasis on performing data analysis</td>
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<td>and interpreting the results to identify vulnerabilities, threats and risks</td>
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<td>to an organization. Includes how to configure and use threat-detection</td>
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<td>tools and how to secure and protect applications and systems within an</td>
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<td>organization. May prepare students to attain the industry certification</td>
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<td></td>
<td>CompTIA CySA+. [GE]</td>
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<tr>
<td>Cybersecurity Operations</td>
<td>NTEC 475</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<td></td>
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<td></td>
<td>Prerequisite: Successful completion of both NTEC 472 and NTEC 473 with</td>
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<td>a grade of 'C' or better, or approval of Instructional Unit.</td>
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<td></td>
<td>Focuses on how to monitor, detect and respond to cybersecurity threats with</td>
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<td>specific instruction in crytography, host-based security analysis,</td>
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<td>security monitoring, computer forensics, attack methods and incident</td>
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<td>reporting and handling. May prepare students to attain the industry</td>
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<td>certification Cisco CCNA CyberOps. [GE]</td>
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<tr>
<td>Capstone Project</td>
<td>NTEC 499</td>
<td>5</td>
<td></td>
<td>3 hours of lecture / 4 hours of lab</td>
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<td>Integrates and synthesizes competencies from across the degree program.</td>
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<td>Each project consists of a technical work proposal, the proposal's</td>
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<td>implementation, and a post-implementation report that describes the students'</td>
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<td>experience in developing and implementing the capstone project. [GE]</td>
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</tr>
<tr>
<td>NTEC Electives</td>
<td>NTEC 800</td>
<td>1-99</td>
<td>This course is used for transfer credit only. General Elective</td>
<td></td>
</tr>
</tbody>
</table>
### NURSING (NURS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 110</td>
<td>2</td>
<td>Concurrent enrollment in NURS 111, 113, 114, and 115 and ENGL 112. Introduction to professional nursing; topics include health promotion and health care delivery systems, professional roles and standards, nurse-client relationships, and theoretical basis for nursing practice. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 111</td>
<td>2</td>
<td>Concurrent enrollment is required in NURS 110, 113, 114, 115 and ENGL 112. Introduction to nursing practice in the community setting with emphasis on direct patient care of the older adult. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 113</td>
<td>3</td>
<td>Lifespan Assessment Concepts. Introduction to health assessment and physical examination throughout the lifespan, and an introduction to nursing skills. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 114</td>
<td>1</td>
<td>Nursing Skills. Instruction and practice of nursing skills related to the care of the medical-surgical patient. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 115</td>
<td>2</td>
<td>Nursing Skills Lab. Supervised skills practice and competency achievement in the nursing skills lab. [GE]</td>
</tr>
<tr>
<td>NURS 122</td>
<td>2</td>
<td>Family-Centered Nursing. Concurrent enrollment in NURS 123, 127, 128, PSYC 122 and 124. Theory and the nursing process related to the care of healthy children and their families. Physiologic and psychological adaption during the childbearing and childrearing years, emphasis on the nurse's role in health promotion and education in the care of culturally diverse families in the community. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 123</td>
<td>4</td>
<td>Family-Centered Clinical Nursing. Application of theoretical, assessment, and practice concepts for nursing care of the family prenatally through the child years. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 127</td>
<td>2</td>
<td>Concurrent enrollment in NURS 122, 123, 128, PSYC 122 and 124. Practice and nursing skill achievement on NURS 126 competencies. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 128</td>
<td>2</td>
<td>Concurrent enrollment in NURS 122, 123, 127, PSYC 122 and 124. Practice and nursing skill achievement of NURS 127 competencies. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 135</td>
<td>3</td>
<td>Medical Surgical Nursing Concepts. Concurrent enrollment in NURS 136, 137, 138 and NUTR 139. Introductory nursing management of medical-surgical health issues. Topics include but are not limited to: patient teaching/discharge planning, rehabilitation of medical-surgical patients, fluid and electrolytes, shock management, the immune response, infectious diseases, diabetes (including pediatric, adult and gestational), musculoskeletal disorders and the care of patients in the peri-operative setting. All topics address patients throughout the lifespan, and include obstetric patients in a medical-surgical setting. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 136</td>
<td>5</td>
<td>Concurrent enrollment in NURS 135, 137, 138 and NUTR 139. Introductory medical/surgical concepts applied to the clinical nursing management of the patient in the acute care and community setting. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 137</td>
<td>3</td>
<td>Concurrent enrollment in NURS 135, 136, 138 and NUTR 139. Practice and nursing skill achievement of NURS 137 competencies. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 138</td>
<td>2</td>
<td>Concurrent enrollment in NURS 135, 136, 137 and NUTR 139. Practice and nursing skill achievement of NURS 136 competencies. These courses are linked; failure in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent courses. [GE]</td>
</tr>
<tr>
<td>NURS 199</td>
<td>1-5</td>
<td>Cooperative Work Experience. Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]</td>
</tr>
</tbody>
</table>
Medical-Surgical Nursing Concepts II
NURS 241 3 Credits/Units
3 hours of lecture
Concurrent enrollment in NURS 242 and NUTR 240.
Nursing management of medical-surgical health issues involving
cardiac, respiratory, renal and gastrointestinal systems in the acute
care or community setting. Planning nursing interventions to include
prevention of disease and promotion of wellness. Emphasis on the
biopsychosocial effects of acute and chronic illness. All topics address
patients throughout the lifespan, and includes obstetric patients in
a medical-surgical setting. These courses are linked; failure in one
course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent
courses. [GE]

Medical/Surgical Clinical Nursing II
NURS 242 8 Credits/Units
16 hours of lab
Concurrent enrollment in NURS 241 and NUTR 240.
Application of advanced medical-surgical concepts with emphasis on
the management of the acutely ill client. These courses are linked; failure
in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent
courses. [GE]

Medical-Surgical Nursing Concepts III
NURS 251 2 Credits/Units
2 hours of lecture
Concurrent enrollment in NURS 252 and PSYC 253.
The study of common medical-surgical issues related to hormonal
control, sensory perception, movement and coordination, and cancer.
Emphasis is placed on the nurse's role as primary caregiver, manager
and educator for a group of patients. The student will learn to plan and
organize care for a group of patients with emphasis on the nursing
process, rehabilitation, education, and the patient care delivery system.
All topics address patients throughout the lifespan, and includes
obstetric patients in a medical-surgical setting. These courses are linked; failure
in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent
courses. [GE]

Advanced Holistic Clinical Nursing
NURS 252 8 Credits/Units
16 hours of lab
Concurrent enrollment in NURS 251 and PSYC 253.
Emphasis is placed on the nurse's role as caregiver, manager
and educator for a group of patients across medical-surgical and mental
health settings. In the med/surg setting, the student will plan and
organize care for a group of patients with emphasis on the nursing
process, rehabilitation, education, and the patient care delivery system.
In the mental health setting, the student will experience caring for patients
in both inpatient and outpatient environments. Patient problems relate to
functional impairment within acute and chronic phases of mental illness.
These courses are linked; failure in one course, with a grade of 'C-' or
lower or 'U', requires repeat of all concurrent courses. [GE]

Professional Leadership Transition To Practice
NURS 261 1 Credit/Unit
1 hours of lecture
Concurrent enrollment in NURS 262, 263, 264 and ENGL 273.
Theory of leadership and management principles applied by the
professional nurse in the clinical setting. Topics include professional
ethics, the Nurse Practice Act, change theory, evidence-based practice,
quality control, fiscal management and nursing delegation in the clinical
area. These courses are linked; failure in one course, with a grade of 'C-' or
lower or 'U', requires repeat of all concurrent courses. [GE]

Professional Leadership Senior Practicum
NURS 262 6 Credits/Units
12 hours of lab
Concurrent enrollment in NURS 261, 263, 264 and ENGL 273.
Advanced client care in a specialty of the student's interest. Clinical areas
include acute care, critical care and care of clients in the community
setting. Emphasis is on developing leadership skills and independent
practice as a professional nurse. These courses are linked; failure in one
course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent
courses. [GE]

Professional Role In Community Service
NURS 263 1 Credit/Unit
2 hours of lab
Concurrent enrollment in NURS 261, 262, 264 and ENGL 273.
Emphasis is on the role of the nurse serving her/his community as a
volunteer and client advocate. The student will perform community
service and work with agencies that provide services in our community
for our at risk populations. The student also will have the opportunity to
mentor novice peers in the nursing program. These courses are linked; failure
in one course, with a grade of 'C-' or lower or 'U', requires repeat of all concurrent
courses. [GE]

Capstone NCLEX Preparation
NURS 264 1 Credit/Unit
1 hours of lecture
Concurrent enrollment in NURS 261, 262, 263 and ENGL 273.
A ten-hour course geared toward helping the student prepare for the
NCLEX test. This course will include strategies for success, key critical-
thinking strategies, as well as review of content, questions and rationales.
These courses are linked; failure in one course, with a grade of 'C-' or
lower or 'U', requires repeat of all concurrent courses. [GE]

Selected Topics
NURS 280 1-5 Credits/Units
5 hours of lecture
Selected topics in nursing. Topics vary and course theme and content
change to reflect new topics. Because the course varies in content, it
is repeatable for credit. Specific topics are listed in the quarterly class
schedule. [GE]

Special Projects
NURS 290 1-15 Credits/Units
15 hours of lecture
Opportunity to plan, organize and complete special projects approved by
the faculty of the department. [GE]
NUTRITION (NUTR)

Nutrition In Healthcare I

NUTR 139 1 Credit/Unit
1 hours of lecture
Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions. This course will cover the principles of nutrition in nursing and nutrition in health promotion from infants to older adults.

Nutrition In Healthcare II

NUTR 240 1 Credit/Unit
1 hours of lecture
Builds on the concepts introduced in NUTR& 101 and NUTR 139. Examines of the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions. This course will cover nutrition in the nursing clinical practice including nutrition needs and limitations of patients with acute and chronic illnesses.

NUTR Electives

NUTR 800 1-99 Credits/Units
This course is used for transfer credit only. General Elective

NUTR Electives

NUTR 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

NUTR Electives

NUTR 990 1-99 Credits/Units
This course is used for transfer credit only. LAB non direct equivalencies

Nutrition

NUTR& 101 3 Credits/Units
3 hours of lecture
Examines the scientific, economic, cultural, ethnic, and psychological implications of nutrition in relation to health across the lifespan and in the context of healthcare professions. Covers principles of balance nutrition, physiology and metabolism of nutrients, and changing nutritional needs throughout the human life span. [NS]
PHILOSOPHY (PHIL)

Introduction To Ancient And Medieval Philosophy
PHIL 215 5 Credits/Units
5 hours of lecture
Introduces ancient western philosophy from its Greek roots through its development in Socrates, Plato, and Aristotle, and others. Examine various philosophical theses critically and explore longstanding arguments still relevant today that pertain to morality, social justice, and the limits of what one can know. [HA, SE]

Introduction To Early Modern Philosophy
PHIL 216 5 Credits/Units
5 hours of lecture
Introduction to selected great thinkers and ideas of the sixteenth, seventeenth and eighteenth centuries, including the collapse of the medieval synthesis leading to the rise of the modern scientific mentality, followed by an examination of the philosophical struggle between the rationalism and the empiricism. [HA, SE]

Introduction To Late Modern Philosophy
PHIL 217 5 Credits/Units
5 hours of lecture
Introduces major thinkers and ideas of the nineteenth and twentieth century. Various philosophical movements are explored, including German idealism, process philosophy, political philosophy, and existentialism. [GE, HA, SE]

Ethics
PHIL 240 5 Credits/Units
5 hours of lecture
Introduction to ethical behavior that is grounded in thoughtful philosophical argument. Learn about ethical theories from a variety of philosophical backgrounds and learn to apply the values prominent in the theories to everyday action. [HA, SE]

Philosophy Of Religion
PHIL 251 5 Credits/Units
5 hours of lecture
Explores the concept of God, the nature of religious experience, the difficulties inherent in the use of religious language, classical proofs for the existence of God, the relationship between faith and reason, and the problem of evil. [HA, SE]

Selected Topics
PHIL 280 1-5 Credits/Units
5 hours of lecture
Varying topics in philosophy, as listed in the term class schedule. May be repeated for credit. [GE, HA, SE]

Special Projects
PHIL 290 1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE, HA, GE]

Ethics In Management
PHIL 420 5 Credits/Units
5 hours of lecture
Examines the role of ethics and social responsibility in the management of public and private sectors of organizations and businesses. Theoretical concepts in business ethics will be applied to real-world situations based on challenges managers face. An emphasis on contemporary trends and corporate responsibilities with respect to ethical, legal, economic, regulatory conditions, and the needs of stakeholders in the global marketplace will be included. Case studies will be used to explore real-world ethical and social responsibility situations. [HA]

Critical Thinking
PHIL& 115 5 Credits/Units
5 hours of lecture
Introduction to some of the major questions, controversies, and problems discussed in philosophy. Examine various philosophical theses by developing reasoned arguments for and against them. Learn through this course not only what some other people have thought about interesting questions, but also how to do philosophy - how to think well and critically about important matters concerning action and belief. [HA, SE]

Traditional Logic
PHIL& 117 5 Credits/Units
5 hours of lecture
Focus on looking at the arguments encountered on a daily basis, through news, social media, friends and family members, etc. Learn to consider these encounters critically, determining whether an argument is actually being given, is worth accepting, and/or contains fallacious reasoning. Learn about mistakes in logic and reasoning, how to determine who counts as an expert, and what makes a claim justified. Consider common roadblocks to critical thinking, including confirmation bias, stereotyping, and more. A central purpose is to learn about tools to independently assess daily information to help make better decisions both personally and on a social level. [HB] [PNP]

Symbolic Logic
PHIL& 120 5 Credits/Units
5 hours of lecture
Rigorous examination of logical theory emphasizing modern symbolic or formal logic. Content includes truth-functional logic, propositional logic with proofs, and predicate logic with quantifiers and proofs. Applications include computer science, cognitive science, artificial intelligence, linguistics, mathematics, law, engineering, and philosophy. [HA,Q,SE]
Phlebotomy Education W/Lab
PHLE 115 3 Credits/Units
2 hours of lecture / 2 hours of lab
Training and skill development in a variety of venipuncture collection methods, skin punctures, and proper specimen handling procedures, as dictated by the Clinical and Laboratory Standards Institute (CLSI). Emphasis is placed on patient identification, specimen labeling, quality assurance, and infection prevention through use of standard precautions. [GE]

Basic Laboratory For The Phlebotomist
PHLE 116 3 Credits/Units
1 hours of lecture / 4 hours of lab
Learn to perform basic laboratory procedures that are required during specimen processing and testing in a laboratory setting. Procedures include capillary microcollection, pipetting, creating aliquots, centrifugation, implementing infection control and quality control practices, and performing CLIA-waived laboratory tests. [GE]

Phlebotomy Clinical Experience
PHLE 197 5 Credits/Units
15 hours of clinical
Supervised phlebotomy experience in a healthcare facility. Provides students with the opportunity to apply knowledge and skills in performing clinical laboratory procedures and to develop professional interactions with healthcare workers and patients. [GE]

Phlebotomy Clinical Seminar
PHLE 198 1 Credit/Unit
1 hours of lecture
Develop tools and skills to aid in professionalism and future employment in the phlebotomy field. Includes resume building, interviewing skills, preparation for national phlebotomy certification exam and WA State Phlebotomy Licensure. Continuing education and research surrounding up-to-date phlebotomy practices and challenges in practice are other integral components of the course. [GE]

Selected Topics
PHLE 280 1-9 Credits/Units
9 hours of lecture
Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the quarterly class schedule. Please refer to course syllabus for details. [GE]

Selected Topics-lab
PHLE 281 1-9 Credits/Units
18 hours of lab
Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit. Specific topics are listed in the quarterly class schedule. Please refer to course syllabus for details. [GE]

Special Projects
PHLE 290 1-5 Credits/Units
5 hours of lecture
# PHYSICAL EDUCATION (PE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Conditioning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 100 Cardio</td>
<td>1 Credit/Unit</td>
<td></td>
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<tr>
<td>2 hours of lab</td>
<td></td>
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<tr>
<td>Basic group exercise to music, primarily targeting cardiovascular conditioning. [PE,SE][PNP]</td>
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<tr>
<td>Introduction to Running</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 101</td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>Develop fitness through running, emphasizing various training methods, individual program development, and health benefits. [PE,SE,GE]</td>
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<tr>
<td>Fitness Walking</td>
<td>1-2 Credits/Units</td>
<td></td>
</tr>
<tr>
<td>PE 102</td>
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<tr>
<td>4 hours of lab</td>
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<tr>
<td>Emphasis on walking programs, including interval training, power walking, and race walking. Walking technique and health benefits also discussed. [PE,SE][PNP]</td>
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<tr>
<td>Bench Step Aerobics</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 103</td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>Introduction to high-intensity/low impact exercise promoting overall body strength and cardiovascular fitness that involves stepping up and down on a bench step platform to music. [GE,PE,SE][PNP]</td>
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<tr>
<td>Circuit Fitness</td>
<td>1 Credit/Unit</td>
<td></td>
</tr>
<tr>
<td>PE 104</td>
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<td></td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>An individualized systematic approach to cardiovascular fitness through the use of multiple weight machines and aerobic equipment. Pre and post fitness assessments conducted. [GE,PE,SE][PNP]</td>
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<td></td>
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<tr>
<td>Speed, Agility, And Quickness</td>
<td>1 Credit/Unit</td>
<td></td>
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<tr>
<td>PE 107</td>
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<tr>
<td>2 hours of lab</td>
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<td></td>
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<tr>
<td>Focuses on biomechanics of running, development of speed, agility and personal quickness. Learning of drills and enhancement of skills to improve personal performance. [PE,SE][PNP]</td>
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<tr>
<td>Independent Fitness</td>
<td>1-2 Credits/Units</td>
<td></td>
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<tr>
<td>PE 108</td>
<td></td>
<td></td>
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<tr>
<td>4 hours of lab</td>
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</tr>
<tr>
<td>A self-paced conditioning course for the motivated, self-directed student. Design, implement and document a goal-oriented fitness program with instructor advice and approval. Areas of concentration will be the three components of fitness: Cardiovascular endurance, muscular strength and muscular flexibility training. [PE,SE][PNP]</td>
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<tr>
<td>Functional Fitness</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 111</td>
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<tr>
<td>2 hours of lab</td>
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<td></td>
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<tr>
<td>Utilizing functional movement patterns to improve core stabilization, posture, and balance. [GE,PE,SE][PNP]</td>
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<tr>
<td>Strength And Stretch</td>
<td>1 Credit/Unit</td>
<td></td>
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<tr>
<td>PE 112</td>
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<tr>
<td>2 hours of lab</td>
<td></td>
<td></td>
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<tr>
<td>Utilizing body weight and portable fitness equipment to improve muscular strength, tone, and flexibility. [PE,SE][PNP]</td>
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</tbody>
</table>

## Total Conditioning

<table>
<thead>
<tr>
<th>Course</th>
<th>Body Conditioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 113</td>
<td>2 Credits/Units</td>
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<tr>
<td>4 hours of lab</td>
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</tr>
<tr>
<td>Students will use fitness center equipment and a variety of conditioning activities to develop cardiovascular endurance, muscular strength, and flexibility. Course will emphasize how to structure an exercise plan to meet individualized goals. [PE,SE][PNP]</td>
<td></td>
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<tr>
<td>Weight Training-Gen'l</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 115</td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>Strength development through basic exercise and lift techniques. Beginning theories and techniques in fitness conditioning, body building, and power lifting. [PE, SE]</td>
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<tr>
<td>Fitness Center</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 116</td>
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<tr>
<td>4 hours of lab</td>
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<tr>
<td>Introduction to the fundamental skills necessary to implement a physical activity program in a fitness center setting. Students develop and implement an exercise program appropriate to their fitness level and individual needs using a variety of cardiovascular and resistance machines. [GE,PE,SE]</td>
<td></td>
</tr>
<tr>
<td>Cross Training-Power Lifting</td>
<td>2 Credits/Units</td>
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<tr>
<td>PE 117</td>
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<tr>
<td>4 hours of lab</td>
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<tr>
<td>Conditioning class for students interested in strength improvement through heavy resistance training. The Olympic lifts along with numerous power/speed lifts will be performed for personal improvement in various fitness parameters. [PE,SE][PNP]</td>
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</tr>
<tr>
<td>Cardio Kickboxing-Begin</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 120</td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>Combination of aerobic dance and martial arts, including American Kickboxing and Thai Boxing, in a format that increases cardiovascular endurance, sharpens reflexes and enhances power. [PE, SE]</td>
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<tr>
<td>Yoga</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 121</td>
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<tr>
<td>2 hours of lab</td>
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<tr>
<td>Introduction to hatha yoga (physical yoga) with an emphasis on postures, breathing and body-mind centering. [PE,SE][PNP]</td>
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<tr>
<td>Healthy Heart-Beginning</td>
<td>1 Credit/Unit</td>
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<tr>
<td>PE 123</td>
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<tr>
<td>2 hours of lab</td>
<td></td>
</tr>
<tr>
<td>Cardiac prevention and rehabilitation exercise: designed to promote awareness and practice of exercise, nutrition, and stress. Skills in dealing with pre- and post-cardiac trauma. [PE,GE][PNP]</td>
<td></td>
</tr>
</tbody>
</table>
Physical Education (PE)

**Pilates-Beg**

PE 124  1 Credit/Unit
2 hours of lab
Methods of conditioning covers the basic principles and exercise technique needed to increase core strength and stabilization, improve coordination, balance, postural awareness, and increase muscular flexibility and stamina. [PE, SE]

**Rock Climbing**

PE 125  1 Credit/Unit
2 hours of lab
Basics of rock climbing. Focus on belay techniques and knot tying skills along with the essential styles of climbing safety and efficiently. [PE, SE]

**Kettlebell Conditioning**

PE 126  1 Credit/Unit
2 hours of lab
Utilizing kettlebells in a variety of conditioning activities to develop muscular strength, power, cardiovascular endurance, and flexibility. Course will emphasize proper kettlebell technique and how to structure an exercise plan to meet individual goals. [GE, HPE]

**Police/Fire Conditioning**

PE 128  2 Credits/Units
4 hours of lab
Conditioning for current and prospective firefighters and police. Includes physical aspects of performance for optimal achievement on fire and police departments agility tests and performance tasks; individual conditioning strategies; nutritional guidelines; basic exercise principles. [PE, SE] [PNP]

**Boot Camp-Beginning**

PE 129  2 Credits/Units
4 hours of lab
Introduction to physical fitness for military purposes; emphasis on basic conditioning and discipline. This course is open to all students. [GE, PE, SE] [PNP]

**Basketball**

PE 140  1 Credit/Unit
2 hours of lab
Ball handling, shooting, passing, offensive and defensive techniques, rules, strategy and competitive play. [PE, SE] [PNP]

**Bowling**

PE 143  1 Credit/Unit
2 hours of lab
Techniques, styles of play, rules of courtesy, scoring and competitive games. [PE, SE] [PNP]

**Fencing-Foil**

PE 147  1 Credit/Unit
2 hours of lab
Movement of fencing plus defense, offense, rules of boutting, officiating, and competition. [PE, SE] [PNP]

**Golf**

PE 148  1 Credit/Unit
2 hours of lab
Fundamentals and practice of golf. Focuses on full-swing fundamentals, chipping, pitching, putting, golf strategies, and rules of the game. [GE, PE, SE] [PNP]

**Soccer**

PE 150  1 Credit/Unit
2 hours of lab
Focus on individual offensive and defensive skills, game strategy, rules, and team tactics through the use of small-sided games and individual drills. [GE, PE, SE] [PNP]

**Softball**

PE 153  1 Credit/Unit
2 hours of lab
Skills, rules and team play. [GE, PE, SE] [PNP]

**Tennis**

PE 155  1 Credit/Unit
2 hours of lab
Basic tennis skills including grip, foot work, and strokes, such as backhand, forehand, volley and serve. The drop shot, lob, and overhead shots will be introduced, as will singles and doubles strategies, rules, scoring and court etiquette. [GE, PE, SE] [PNP]

**Volleyball**

PE 158  1 Credit/Unit
2 hours of lab
Introduction to the fundamental skills and strategies of organized volleyball. Volleyball requires development of the following individual skills: forearm pass, set, spike, block, dig, and serve. In addition, students will gain an understanding of elementary team strategies. Students will learn to practice effective communication with teammates. [GE, SE] [PNP]

**Billiards-Beginning**

PE 162  1 Credit/Unit
2 hours of lab
Introduction to fundamental skills and strategies. Development of individual skills including stance, form, technique, vocabulary, and strategy. [GE, SE] [PNP]

**Ultimate Frisbee-Beginning**

PE 163  1 Credit/Unit
2 hours of lab
Ultimate Frisbee fundamentals: individual skill development, rules, gameplay, and strategies. [GE, PE, SE] [PNP]

**Aqua Exercise**

PE 171  1 Credit/Unit
2 hours of lab
Conditioning through water exercises for students with or without swimming ability. Increased fitness with emphasis on stretching, flexibility, and abdominal and back strength. [GE, PE, SE] [PNP]

**Scuba-Beginning**

PE 173  2 Credits/Units
1 hours of lecture / 2 hours of lab
Classroom lectures and discussion, swimming pool practice, and diving safety. Supervised experience in open water training optional at extra cost. Successful completion qualifies student for certification card. [GE, SE]

**Beginning Swimming**

PE 175  1 Credit/Unit
2 hours of lab
Learn and improve swimming, water survival, and safety skills. Introduction to Red Cross swimming strokes, while developing individual skill, endurance and comfort in the water. [GE, SE] [PNP]
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits/Units</th>
<th>Hours of Lab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming-Intermediate</td>
<td>PE 176</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Continuation of PE 175 for students who need additional instruction and practice to improve and increase their swimming skill and confidence. [PE,SE][PNP]</td>
</tr>
<tr>
<td>PE 179</td>
<td></td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Emphasizes swimming fitness through lap swimming. Students will participate in a workout designed to address their particular fitness and skill level. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Rowing-Beginning</td>
<td>PE 183</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Introduction to the sport of rowing. Includes basic technique and terminology, related water safety, development of strength, endurance and flexibility. Skills include rowing, strength training, cardiovascular training. See Course Information Sheet outside OSC 206 for more information. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Hiking</td>
<td>PE 182</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Experience hiking off-campus on designated trails. Course emphasizes basic safety and survival skills and practices low-impact hiking methods. [PE,SE][PNP]</td>
</tr>
<tr>
<td>Cardio</td>
<td>PE 200</td>
<td>1-5 Credits/Units</td>
<td>15 hours of clinical Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [PE,GE][PNP]</td>
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</tr>
<tr>
<td>Fitness</td>
<td>PE 202</td>
<td>1-2 Credits/Units</td>
<td>4 hours of lab</td>
<td>Intermediate fitness walking with emphasis on walking programs and technique. [PE,SE][PNP]</td>
</tr>
<tr>
<td>Bench Step</td>
<td>PE 203</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Intermediate high-intensity/low impact exercise program using a bench step promoting overall body strength and cardiovascular fitness. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Circuit</td>
<td>PE 204</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>An individualized systematic approach to cardiovascular fitness through the use of multiple weight machines and aerobic equipment. Pre and post fitness assessments conducted. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Speed, Agility, And Quickness</td>
<td>PE 207</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Additional drills to further advance personal ability in running, quickness, speed. Includes advanced plyometric training techniques. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Independent Fitness - Intermediate</td>
<td>PE 208</td>
<td>1-2 Credits/Units</td>
<td>4 hours of lab</td>
<td>A continuation of the self-paced conditioning course, plus setting and implementing an additional personalized health related goal to be determined at the first individual meeting with instructor. [PE,SE][PNP]</td>
</tr>
<tr>
<td>Total Body Conditioning-Intermediate</td>
<td>PE 213</td>
<td>2 Credits/Units</td>
<td>4 hours of lab</td>
<td>Continuation of individualized conditioning program for developing the various components of fitness. Additional focus on learning principles of fitness to create personalized workouts. [PE,SE][PNP]</td>
</tr>
<tr>
<td>Triathlon Training</td>
<td>PE 214</td>
<td>2 Credits/Units</td>
<td>4 hours of lab</td>
<td>Theoretical basis and competencies needed to safely and effectively train to complete a small triathlon will be explored. Activities include swimming, cycling and running along with a self-contained mini triathlon at course conclusion. Students must know how to swim and have their own bicycle. [GE,PE,SE][PNP]</td>
</tr>
<tr>
<td>Weight Training-General II</td>
<td>PE 215</td>
<td>1 Credit/Unit</td>
<td>2 hours of lab</td>
<td>Designed for the student who is interested in a more in-depth approach to advanced weight training exercises, programs, and systems.</td>
</tr>
<tr>
<td>Weight Training-Power Lifting II</td>
<td>PE 217</td>
<td>2 Credits/Units</td>
<td>4 hours of lab</td>
<td>Continued application of skill and conditioning level. Application of workout design and training theory will also be covered and applied. Assessment of personal fitness parameters. [PE,SE][PNP]</td>
</tr>
</tbody>
</table>
Cardio
PE 220
1 Credit/Unit
2 hours of lab
Continuation of PE 120. Intermediate students will demonstrate more advanced techniques and perform moves that require greater conditioning. Combines aerobic dance and martial arts, including American Kickboxing and Thai Boxing, in a format that increases cardiovascular endurance, sharpens reflexes and enhances power. [GE,PE,SE][PNP]

Kickboxing-Intermediate
PE 221
1 Credit/Unit
2 hours of lab
A continuation of the Kickboxing technique. Students will practice more advanced postures and a deeper exploration of body-mind centering. [PNP]

Healthy Heart-Intermediate
PE 223
1 Credit/Unit
2 hours of lab
Continuation of exercise designed to lower risk for heart disease or to promote cardiac recovery. Study of healthy nutrition and stress reduction in the prevention of heart disease. [GE,PE,SE][PNP]

Pilates-Intermediate
PE 224
1 Credit/Unit
2 hours of lab
Continuation of Pilates method of conditioning needed to increase core strength and stabilization, improve coordination, balance, postural awareness, and increase muscular flexibility and stamina. [GE,PE,SE][PNP]

Rocks Climbing-Intermediate
PE 225
1 Credit/Unit
2 hours of lab
Learn advanced rock climbing methods. Bouldering technique and Lead Climbing skills will be taught, taking the student beyond the skills learned in PE 125. [GE,PE,SE][PNP]

Boot Camp-Intermediate
PE 229
2 Credits/Units
4 hours of lab
Continuation of physical fitness for military purposes; emphasis on basic conditioning, discipline, and leadership. This course is open to all students. [GE,PE,SE][PNP]

Basketball-Intermediate
PE 240
1 Credit/Unit
2 hours of lab
Continuation of skills, practice, and competitive play. [GE,PE,SE][PNP]

Basketball Conditioning-Intermediate
PE 242
2 Credits/Units
4 hours of lab
Further emphasis on fitness through running, related skills, and weight training activities. [GE,PE,SE][PNP]

Bowling-Intermediate
PE 243
1 Credit/Unit
2 hours of lab
Advanced instruction in all phases of bowling including league play and competition. [GE,PE,SE][PNP]

Fencing Foil, Sabre, Epee
PE 246
1 Credit/Unit
2 hours of lab
Movements of all three weapons of fencing. Emphasizes defense, offense, rules, officiating and competition. [GE,PE,SE][PNP]

Fencing Foil
PE 247
1 Credit/Unit
2 hours of lab
Skill refinement and advanced technique for experienced foil fencers. [GE,PE,SE][PNP]

Golf-Intermediate
PE 248
1 Credit/Unit
2 hours of lab
More advanced instruction on golf swing, short game, and golf strategies. [GE,PE,SE][PNP]

Soccer-Intermediate
PE 250
1 Credit/Unit
2 hours of lab
Focus on learning and applying more advanced individual skills utilizing small and large groups to demonstrate more advanced team tactics. [GE,PE,SE][PNP]

Softball-Intermediate
PE 253
1 Credit/Unit
2 hours of lab
Continuation of skills, team play, offensive and defensive strategy, and team organization. [GE,PE,SE][PNP]

Tennis-Intermediate
PE 255
1 Credit/Unit
2 hours of lab
Refinement of tennis skills, advanced game strategies and strokes. Observe and assist 100 level students. [GE,PE,SE][PNP]

Volleyball-Intermediate
PE 258
1 Credit/Unit
2 hours of lab
Continuation of skills, practice, and competitive play. [GE,PE,SE][PNP]

Volleyball Power
PE 260
1 Credit/Unit
2 hours of lab
Advanced instruction in all phases of volleyball including league play and competition. [GE,PE,SE][PNP]

Billiards-Intermediate
PE 262
1 Credit/Unit
2 hours of lab
Continuation of PE 162. Further development of more complex shots and strategies (English, duck, bunk, diamond). Provide assistance to the 100 level students with their basic stance and technique. [GE,PE,SE][PNP]

Brown-Intermediate
PE 263
1 Credit/Unit
2 hours of lab
Continuation of individual skill development, rules, game play, and strategies for the intermediate level ultimate Frisbee player. [GE,PE,SE][PNP]
Aqua Exercise-Intermediate
PE 271
2 hours of lab
Continuation of water exercise conditioning through stretching, flexibility, abdominal and back strength. [GE,PE,SE][PNP]

Swimming-Stroke Improvement
PE 275
2 hours of lab
Review Red Cross swimming strokes, water survival and safety skills. For the swimmer who is comfortable in deep water and can swim 25 yards. [PE,SE][PNP]

Swim Conditioning-Intermediate
PE 279
2 hours of lab
Continued practice of swimming fitness through lap swimming. Students will participate in a workout designed to address their particular fitness and skill level. [PE,SE,GE][PNP]

Swimming-Stroke Improvement
PE 275
2 hours of lab
Review Red Cross swimming strokes, water survival and safety skills. For the swimmer who is comfortable in deep water and can swim 25 yards. [PE,SE][PNP]

Swim Conditioning-Intermediate
PE 279
2 hours of lab
Continued practice of swimming fitness through lap swimming. Students will participate in a workout designed to address their particular fitness and skill level. [PE,SE,GE][PNP]

Selected Topics
PE 280
5 hours of lecture
The course focuses on selected topics in Physical Education. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the term class schedules. [GE,PE, SE]

Hiking-Intermediate
PE 282
2 hours of lab
Continuation of hiking skills with focus on advanced safety and survival skills. Explore local hiking options, practice low-impact hiking methods on longer, more challenging hikes, and plan a future hike. [PE,SE,GE][PNP]

Rowing-Intermediate
PE 283
2 hours of lab
Further development of rowing technique, tactics and fitness development. [GE,PE,SE][PNP]

Special Projects
PE 290
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

Introduction To Sports Officiating
PE 295
2 hours of lecture
This is an introductory course to sports officiating, exploring basic officiating skills including but not limited to communication, conflict management, professionalism, and personal fitness. In addition, practical experience in sport-specific official associations will prepare students for national and local certifications that will enhance employment opportunities. [GE]

Ballet-Beginning
PEDNC 130
2 hours of lab
Beginning ballet technique including barre and centre work. [PE, SE]

Ballroom Dance: Mixed
PEDNC 131
6 hours of lab
Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners in both smooth and Latin style dances to include: waltz, tango, fox trot, quick step and Viennese waltz, mambo, cha cha, rhumba, samba, salsa.

Ballroom Dance: Smooth
PEDNC 132
2 hours of lab
Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners. Smooth style dances include waltz, tango, fox trot, quick step and Viennese waltz. [PE,SE,GE]

Ballroom Dance: Latin
PEDNC 133
2 hours of lab
Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners. Latin style dances include: mambo, cha cha, rhumba, samba, salsa. [PE,SE,GE]

Contemporary Dance
PEDNC 134
2 hours of lab
Fundamentals and techniques of modern dance and rhythmic self-expression. [GE,PE, SE]

Swing Dance-Beginning
PEDNC 135
2 hours of lab
Basic patterns and partnering skills for East Coast Swing (jive), West Coast Swing (hustle), and Lindy Hop. Course covers dance technique, partnering skills, patterns and music identification. [GE,PE,SE]

Modern Jazz
PEDNC 136
2 hours of lab
Beginning Modern Jazz technique. Students will study fundamental moves and learn a routine. [GE,PE,SE]

Hip-Hop Dance
PEDNC 137
2 hours of lab
Introduction to basic dance techniques, floor combinations, balance, and longer dance routines of hip hop dance. Develop confidence and skill through practice. [PE, SE]

Tap Dance
PEDNC 138
2 hours of lab
Introduction to beginning tap dance. Basic fundamentals will be studied and combinations will be put to use daily. Routines will be learned. [PE,SE,GE]

Zumba
PEDNC 140
2 hours of lab
A fusion of Latin and international music-dance themes, featuring aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body.

Hula
PEDNC 141
2 hours of lab
Focus on Hawaiian traditional dance forms. [PE,SE,GE]
<table>
<thead>
<tr>
<th>Course</th>
<th>Dance Level</th>
<th>Credits/Units</th>
<th>Lab Hours</th>
<th>Description</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African Dance</strong></td>
<td>PEDNC 142</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Introduction to African dance, which focuses on drumming, rhythm, and music predominantly of West Africa. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Bollywood</strong></td>
<td>PEDNC 143</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Introduction to dances of India, sometimes referred to as Indian Fusion. Dance styles focus on semi-classical, regional, folk, bhangra, and everything in between—up to westernized contemporary bollywood dance. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Irish</strong></td>
<td>PEDNC 144</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Introduction to Irish dance, focusing on soft shoe and Ceili (group) dances. Dances include reel, jig, and hornpipe. [PE,SE,GE]</td>
<td>PEDNC 130</td>
</tr>
<tr>
<td><strong>Belly</strong></td>
<td>PEDNC 145</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Gain knowledge of movement and dance steps, culture and history, various rhythms, country of origin and related movements. Egyptian music is the predominant focus. [GE,PE,SE]</td>
<td></td>
</tr>
<tr>
<td><strong>Ballet-Intermediate</strong></td>
<td>PEDNC 230</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners in both smooth and latin style dances to include: waltz, tango, fox trot, quick step and Viennese waltz, mambo, cha cha, rhumba, samba, salsa. [PE, SE]</td>
<td>PEDNC 130</td>
</tr>
<tr>
<td><strong>Ballroom</strong></td>
<td>PEDNC 231</td>
<td>1-3 Credits/Units</td>
<td>6</td>
<td>Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners in both smooth and latin style dances to include: waltz, tango, fox trot, quick step and Viennese waltz. Mambo, cha cha, rhumba, samba, salsa. [GE,PE,SE]</td>
<td></td>
</tr>
<tr>
<td><strong>Ballroom</strong></td>
<td>PEDNC 232</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners in both smooth and latin style dances to include: waltz, tango, fox trot, quick step and Viennese waltz. Mambo, cha cha, rhumba, samba, salsa. [GE,PE,SE]</td>
<td></td>
</tr>
<tr>
<td><strong>Ballroom</strong></td>
<td>PEDNC 233</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Fundamentals, forms and pattern of ballroom dance. Develop confidence through practice with a variety of partners in both smooth and latin style dances to include: waltz, tango, fox trot, quick step and Viennese waltz. Mambo, cha cha, rhumba, samba, salsa. [GE,PE,SE]</td>
<td></td>
</tr>
<tr>
<td><strong>Contemporary</strong></td>
<td>PEDNC 234</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Intermediate techniques with opportunities for individual and group composition. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Swing</strong></td>
<td>PEDNC 235</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Includes partnering techniques such as leverage, posture, hovering, contrary body movement, rise and fall, and sway, and styling such as Cuban motion for Latin, spring action for East Coast Swing and heel leads for smooth. Introduction to opposite role as lead/follow. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Modern</strong></td>
<td>PEDNC 236</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Refinement of jazz technique and skill improvement. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Hip-Hop</strong></td>
<td>PEDNC 237</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Intermediate study of dance techniques, floor combinations, balance, and longer dance routines of hip hop dance. Develop more confidence and skill through practice.</td>
<td>PEDNC 130</td>
</tr>
<tr>
<td><strong>Tap</strong></td>
<td>PEDNC 238</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Intermediate tap dance techniques. Going beyond the basic fundamentals, intermediate level steps and combinations will be studied and put to use daily. Routines will be learned. Student choreography may be included. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Zumba</strong></td>
<td>PEDNC 240</td>
<td>1-3 Credits/Units</td>
<td>6</td>
<td>A fusion of Latin and International music-dance themes, featuring aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Hula</strong></td>
<td>PEDNC 241</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Focus on Hawaiian traditional dance forms. [PE,SE,GE]</td>
<td>PEDNC 130</td>
</tr>
<tr>
<td><strong>African Dance Intermediate</strong></td>
<td>PEDNC 242</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Continuation of African dance, which focuses on drumming, rhythm, and music predominantly of West Africa. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Bollywood Intermediate</strong></td>
<td>PEDNC 243</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Continuation of the dances of India, sometimes referred to as Indian Fusion. Dance styles focus on semi-classical, regional, folk, bhangra, and everything in between—up to westernized contemporary bollywood dance. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Irish Intermediate</strong></td>
<td>PEDNC 244</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Intermediate Irish Dance course on more advanced soft shoe solo and Ceili (group) dances. Dances include the reel, jig, and hornpipe. [PE,SE,GE]</td>
<td></td>
</tr>
<tr>
<td><strong>Belly Intermediate</strong></td>
<td>PEDNC 245</td>
<td>1 Credit/Unit</td>
<td>2</td>
<td>Continuation of the skills learned in PEDNC 145, plus new variations and intermediate study of Middle Eastern Dance techniques. [PE,SE,GE]</td>
<td></td>
</tr>
</tbody>
</table>

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### Prerequisites:

- **PEDNC 130**: Stronger techniques with more advanced steps and combinations including toe. [PE, SE]
- **PEDNC 145**: Continuation of the skills learned in PEDNC 145, plus new variations and intermediate study of Middle Eastern Dance techniques. [PE,SE,GE]

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### Notes:

- **PEDNC 230**: Intermediate techniques with opportunities for individual and group composition. [PE,SE,GE]
- **PEDNC 241**: Focus on Hawaiian traditional dance forms. [PE,SE,GE]
- **PEDNC 242**: Continuation of African dance, which focuses on drumming, rhythm, and music predominantly of West Africa. [PE,SE,GE]
- **PEDNC 243**: Continuation of the dances of India, sometimes referred to as Indian Fusion. Dance styles focus on semi-classical, regional, folk, bhangra, and everything in between—up to westernized contemporary bollywood dance. [PE,SE,GE]
- **PEDNC 244**: Intermediate Irish Dance course on more advanced soft shoe solo and Ceili (group) dances. Dances include the reel, jig, and hornpipe. [PE,SE,GE]
- **PEDNC 245**: Continuation of the skills learned in PEDNC 145, plus new variations and intermediate study of Middle Eastern Dance techniques. [PE,SE,GE]
PEDNC Electives
PEDNC 900 1-99 Credits/Units
99 hours of lecture
This course is used for transfer credit only. Non direct equivalencies.

Care And Prevention Of Athletic Injuries
PEEXS 291 3 Credits/Units
2 hours of lecture / 2 hours of lab
Injury prevention in sports through understanding of conditioning, biomechanics, taping, bandaging, nutrition, immediate post-injury care, and rehabilitation of sports injury. [GE,SE][PNP]

Mental Performance In Sports
PEEXS 293 3 Credits/Units
3 hours of lecture
Theories and strategies of mental preparation for improvement in individual and team performances. Discussion topics include: personality, motivational model, time management/goal setting techniques. Coach profiles, team communication, steps to team building, stress management and performance anxiety and imagery will also be covered. A review of current literature and the case analysis method will provide opportunity for individual and group application of presented materials. [SE][PNP]

Sport In Society
PEEXS 294 3 Credits/Units
3 hours of lecture
Explores the relationship which exists between the multifaceted world of sport and society. Discussion topics include: racism, gender in equality, aggression, deviancy, media/commercialism, as well as youth sports. Discussion will also include the concept of play, competition and the rapid development of youth sport programs and their impact on the family unit. [GE,PE,SE][PNP]

Introduction To Sports Officiating
PEEXS 295 2 Credits/Units
2 hours of lecture
This is an introductory course to sports officiating, exploring basic officiating skills including but not limited to communication, conflict management, professionalism, and personal fitness. In addition, practical experience in sport-specific officials associations will prepare students for national and local certifications that will enhance employment opportunities. [GE]

PEEXS Electives
PEEXS 900 1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

Tai Chi
PEMAR 150 1 Credit/Unit
2 hours of lab
Tai Chi is an ancient form of mental and spiritual discipline developed in China. The movements of the tai chi form are slow and deliberate, helping with relaxation, focus, strengthening, and balance. [GE,PE,SE]

Martial Arts: Tae Kwon Do
PEMAR 151 1 Credit/Unit
2 hours of lab
Tae Kwon Do is a Korean martial art that predominately focuses on kicking. [GE,PE,SE]

Martial Arts: Kung Fu
PEMAR 152 2 hours of lab
Kung Fu is a Chinese method of self-defense. Students will learn history, philosophy, basic strikes, blocks, and escapes from various attacks and grabs. [GE,PE,SE]

Martial Arts: Brazilian Jiu-Jitsu
PEMAR 153 1 Credit/Unit
2 hours of lab
Brazilian Jiu-Jitsu is a Brazilian sport/self defense that uses grappling, wrestling, and locking techniques. A uniform is required. [GE,PE,SE]

Self Defense
PEMAR 155 1 Credit/Unit
2 hours of lab
This course is designed to teach the student basic self-defense techniques as well as situational awareness through class participation and discussion. [PE,SE]

Tai Chi - Intermediate
PEMAR 250 1 Credit/Unit
2 hours of lab
Tai Chi is an ancient form of mental and spiritual discipline developed in China. The movements of the tai chi form are slow and deliberate, helping with relaxation, focus, strengthening, and balance. [GE,PE,SE]

Martial Arts-Intermediate:Tae Kwon Do
PEMAR 251 1 Credit/Unit
2 hours of lab
Tae Kwon Do is a Korean martial art that predominately focuses on kicking. [GE,PE,SE]

Martial Arts-Intermediate:Kung Fu
PEMAR 252 2 hours of lab
Kung Fu is a Chinese method of self-defense. Students will learn history, philosophy, basic strikes, blocks, and escapes from various attacks and grabs. [GE,PE,SE]

Martial Arts-Intermediate:Brazilian Jiu-Jitsu
PEMAR 253 1 Credit/Unit
2 hours of lab
Brazilian Jiu-Jitsu is a Brazilian sport/self defense that uses grappling, wrestling, and locking techniques. A uniform is required. [GE,PE,SE]

Martial Arts-Intermediate:Judo
PEMAR 254 2 hours of lab
Judo is a close-quarter combat martial art where students learn falling techniques, basic takedowns, escapes, and joint locks. [GE,PE,SE]
**PHYSICAL SCIENCE (PHSC)**

**General Physical Science**
- **PHSC 101**
  - 5 Credits/Units
  - 4 hours of lecture / 2 hours of lab
  - How the world around us behaves depends on the nature of matter and energy. Physical laws are presented in this course that describe the interaction of matter and energy. These laws are used to help explain experiences from daily life. For the non-science major, with little or no science background. [NS, SE]

**General Physical Science**
- **PHSC 102**
  - 5 Credits/Units
  - 4 hours of lecture / 2 hours of lab
  - A chemistry-focused physical science class, in which we will explore practical applications of chemical reactions. Different branches of chemistry such as inorganic, organic, biochemistry and green chemistry will be discussed as they pertain to the real world. For non-science majors with little or no science background. [GE, NS, SE]

**Introduction To Design**
- **PHSC 104**
  - 5 Credits/Units
  - 4 hours of lecture / 3 hours of lab
  - Introduction to the engineering method of problem solving through guided Engineering design projects. Focus on developing group skills, understanding the effects of different learning styles, producing strategies for innovation, and fostering creativity in problem solving. [NS, SE]

**Our Chemical World**
- **PHSC 106**
  - 3 Credits/Units
  - 3 hours of lecture
  - Introduction to basic chemical concepts using cooperative learning and the backdrop of environmental science. This course is writing-intensive, requiring weekly essays discussing select chemical applications in the world around us. Topics include: energy and nutrient flow through the ecosystem; chemical hurdles facing agriculture; chemical, physical, and nuclear reactions of energy production; ramifications of chemical pollution; green chemical solutions. Intended for non-science majors with little or no scientific background. [GE, NS, SE]

**Science Of SCI FI**
- **PHSC 110**
  - 5 Credits/Units
  - 3 hours of lecture / 4 hours of lab
  - Introduction to the Scientific Method and the principles of Physics, and Chemistry through the investigation of Science Fiction. Learn to distinguish between science and pseudoscience. Through the investigation of science fiction TV shows and films we will establish and investigate both accepted scientific principles and examine and invalidate others. [GE, NS, SE][PNP]

**Cooperative Work Experience**
- **PHSC 199**
  - 1-3 Credits/Units
  - 9 hours of clinical
  - Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]

**Selected Topics**
- **PHSC 280**
  - 5 hours of lecture
  - The course focuses on selected topics in Physical Sciences. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. Individual topics are listed in the quarterly class schedule. [GE]

**Electives**
- **PHSC 900**
  - 1-99 Credits/Units
  - This course is used for transfer credit only. Non direct equivalencies

**Electives**
- **PHSC 990**
  - 1-99 Credits/Units
  - This course is used for transfer credit only. LAB non direct equivalencies
PHYSICS (PHYS)

Applied
PHYS 90
4 hours of lecture / 2 hours of lab
Topics include force, motion, torque, energy, power, friction, electricity, magnetism, mechanical advantage, fluids, metric measurement, elasticity, heat, temperature, heat transfer, and heat engines. Open to all students seeking an Applied Science degree.

Physics
PHYS 91
1 hours of lecture
Methods of problem-solving in physics. [PNP]

Physics
PHYS 92
1 hours of lecture
Methods of problem-solving in physics. [PNP]

Physics
PHYS 93
1 hours of lecture
Methods of problem-solving in physics. [PNP]

Physics
PHYS 94
1 hours of lecture
Methods of problem-solving in physics.

Physics
PHYS 95
1 hours of lecture
Methods of problem-solving in physics.

Physics
PHYS 96
1 hours of lecture
Methods of problem-solving in physics.

Cooperative Work
PHYS 199
9 hours of clinical
Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

Special Projects
PHYS 290
5 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]

PHYS
PHYS 900
This course is used for transfer credit only. Non direct equivalencies

PHYS
PHYS 990
This course is used for transfer credit only. LAB non direct equivalencies

Physics Non-Sci Majors
PHYS 100
4 hours of lecture
Introduction to basic physics concepts for non-science majors, technical students, or students who desire a PHYS 121 or 221 preparatory course. [NS,SE]
Engineering Physics I
PHYS& 241  4 Credits/Units
4 hours of lecture
Classical physics topics in mechanics. For students majoring in engineering, chemistry, physics, geology, or mathematics. Beginning course of a three-term sequence offered each year starting fall and winter terms. [NS,SE]

Engineering Physics II
PHYS& 242  4 Credits/Units
4 hours of lecture
Physics topics in fluids, heat, thermodynamics, sound, electricity, and magnetism. Second term of a three-term sequence beginning with PHYS& 241. [NS,SE]

Engineering Physics III
PHYS& 243  4 Credits/Units
4 hours of lecture
Topics in electricity, magnetism, atomic and nuclear physics, and optics. Third term of a three-term sequence beginning with PHYS& 241. [NS,SE]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 111</td>
<td>National Government and Politics</td>
<td>5</td>
<td>The institutions, structures, and processes that affect the course of politics and public policy at the national level of American government. [SE, SS]</td>
</tr>
<tr>
<td>POLS 131</td>
<td>State and Local Government</td>
<td>5</td>
<td>The institutions, structures, and political processes at the state and local levels of government in our federal system. [GE, SE, SS]</td>
</tr>
<tr>
<td>POLS 199</td>
<td>Cooperative Work Experience</td>
<td>1-3</td>
<td>Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]</td>
</tr>
<tr>
<td>POLS 220</td>
<td>The Geopolitics of the Middle East</td>
<td>5</td>
<td>Geo-political survey of the Middle East, including interrelationships between the physical, economic, and political geography of this region, the impact of geography on politics and political issues within the nations of this region, and the resulting diversity of cultures, beliefs, perceptions, challenges, and issues among the people of this region. This course will also examine the importance and impact of the Middle East on the rest of the world, as well as the impact and influence of the rest of the world on the Middle East. Credit not allowed for both GEOG 220 and POLS 220. [GE, SS, SE]</td>
</tr>
<tr>
<td>POLS 221</td>
<td>The Geopolitics of Africa</td>
<td>5</td>
<td>Geo-political survey of Africa, including interrelationships between the physical, economic, and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges, and issues among the people of this region. This course will also examine the importance and impact of Africa on the rest of the world, as well as examine the impact and influence of the rest of the world on Africa. Credit not allowed for both GEOG 221 and POLS 221. [GE, SS, SE]</td>
</tr>
<tr>
<td>POLS 222</td>
<td>The Geopolitics of Asia and Oceania</td>
<td>5</td>
<td>Geo-political survey of Asia and Oceania, including interrelationships between the physical, economic, and political geography of this region, the impact of geography on politics and political issues within the nations of this region, the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges, and issues among the people of this region. This course will also examine the importance and impact of Asia and Oceania on the rest of the world, as well as examine the impact and influence of the rest of the world on this region. Credit not allowed for both GEOG 222 and POLS 222. [SS, SE, GE]</td>
</tr>
<tr>
<td>POLS 223</td>
<td>Geopolitics of Eurasia</td>
<td>5</td>
<td>Geopolitical survey of Europe, Russia, and Central Asia, including interrelationships between the physical, economic, and political geography of this region, the impact of geography on politics and political issues within the nations of this region, and the resulting diversity of cultures, beliefs, perceptions, challenges, and issues among the people of this region. Credit not allowed for both GEOG 223 and POLS 223. [SE, SS, GE]</td>
</tr>
<tr>
<td>POLS 224</td>
<td>Geopolitics of Latin America and Caribbean</td>
<td>5</td>
<td>Geopolitical survey of Latin America and the Caribbean, including interrelationships between the physical, economic, and political geography of this region, the impact of geography on politics and political issues within the nations of this region, and the corresponding impact of politics and political issues on geography and on the lives of the people living in this region, as well as the resulting diversity of cultures, beliefs, perceptions, challenges, and issues among the people of this region. Credit not allowed for both GEOG 224 and POLS 224. [GE, SS, SE]</td>
</tr>
<tr>
<td>POLS 231</td>
<td>Environmental Politics</td>
<td>5</td>
<td>Examine the relationship between industrial civilization and the natural environment by exploring underlying ecological philosophies and the economic and political processes by which environmental decisions are made. Emphasis on critical thinking and evaluating alternative points of view. [SS, SS]</td>
</tr>
<tr>
<td>POLS 280</td>
<td>Selected Topics</td>
<td>1-5</td>
<td>This course focuses on selected topics in political science. Topics vary and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE, SS]</td>
</tr>
<tr>
<td>POLS 290</td>
<td>Special Projects</td>
<td>1-5</td>
<td>Opportunity to plan, organize, and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>POLS 900</td>
<td>Electives</td>
<td>1-99</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>

World politics, concepts and theories from the post-World War II period. Processes of power, foreign policy, development and trends in the current international scene analyzed. Conflict and conflict resolution and control. [SE, SS]
### PROFESSIONAL BAKING (PBAK)

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PBAK 110</td>
<td>Artisan Breads</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 111</td>
<td>Early Morning Product</td>
<td>5</td>
</tr>
<tr>
<td>PBAK 120</td>
<td>Viennoiserie</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 121</td>
<td>Cookies, Brownies, Bars And Quick Breads</td>
<td>5</td>
</tr>
<tr>
<td>PBAK 125</td>
<td>Beginning Cake Decorating</td>
<td>3</td>
</tr>
<tr>
<td>PBAK 126</td>
<td>Intermediate Cake Decorating</td>
<td>3</td>
</tr>
<tr>
<td>PBAK 127</td>
<td>Advanced Cake Decorating</td>
<td>3</td>
</tr>
<tr>
<td>PBAK 130</td>
<td>Cakes, Desserts And Tortes</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 131</td>
<td>Retail Operations And Barista</td>
<td>5</td>
</tr>
<tr>
<td>PBAK 200</td>
<td>Applied Professional Development</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 210</td>
<td>Production Baking</td>
<td>9</td>
</tr>
<tr>
<td>PBAK 211</td>
<td>Chocolate Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Artisan Breads
- 2 hours of lecture / 14 hours of lab
- Begins with straight doughs and progresses through overnight fermentation, enrichment, pre-ferments, sourdoughs, rye breads, history of bread-making, professionalism in the workplace, safety and sanitation, equipment use and safety, baker’s math, weights and measures and note-taking.

#### Early Morning Product
- 2 hours of lecture / 6 hours of lab
- Covers early morning product and their methods; scones, biscuits and muffins. Includes many specialty and seasonal product such as cake donuts, yeast-raised donuts, fruit pies and cream pies. Covers professionalism in the workplace, bakeshop safety and sanitation, equipment use and safety, baker’s math, weights and measures. Students are required to take thorough notes on all lectures, demos and processes.

#### Viennoiserie
- 2 hours of lecture / 14 hours of lab
- Covers laminated doughs, brioche and sweet doughs. Students will learn various pre-ferments, mixing, fermentation, laminating techniques, make-up of product, proofing and baking. Also covered is professionalism in the workplace, safety and sanitation, equipment use and safety, baker’s math, weights and measures. Students are required to take thorough notes on all lectures, demos and processes.

#### Cookies, Brownies, Bars And Quick Breads
- 2 hours of lecture / 6 hours of lab
- Covers production of a variety of cookies by method such as bar, rolled, cut, scooped, refrigerator and decorated. Also covered are brownies, layered bars, cheesecake bars and quick breads. Also covers professionalism in the workplace, safety and sanitation, equipment use and safety, baker’s math, weights and measures. Students are required to take thorough notes on all lectures, demos and processes.

#### Beginning Cake Decorating
- 2 hours of lecture / 2 hours of lab
- Covers the basics of cake decorating. Includes professionalism in the workplace, bakeshop safety and sanitation, equipment use and safety. Basic tools of cake decorating and their applications, cutting, filling, crumb frosting and final frosting a cake, borders, writings, basic flowers, and color scheme will be covered. [GE]

#### Intermediate Cake Decorating
- 2 hours of lecture / 2 hours of lab
- Continuation of the basics of cake decorating. Covers professionalism in the workplace, bakeshop safety and sanitation, equipment use and safety. The basic tools of cake decorating and their applications, cutting, filling, crumb frosting and final frosting a cake, borders, writings, extended flower working, and color scheme will be covered. Fondant and fondant working tools will be introduced. [GE]

#### Advanced Cake Decorating
- 2 hours of lecture / 2 hours of lab
- Continuation of the Intermediate Cake Decorating course. Covers professionalism in the workplace, bakeshop safety and sanitation, equipment use and safety. The basic tools of cake decorating and their applications, cutting, filling, crumb frosting and final frosting a cake, borders, writings, basic flowers, and color scheme will be covered. Continued work with fondant and color working. [GE]

#### Cakes, Desserts And Tortes
- 2 hours of lecture / 14 hours of lab
- Covers the mixing methods of various types of cakes and tortes. Includes tart crusts, creams, custards, mousse, butter creams and fillings. Students will learn to assemble a variety of classic cakes, tortes and desserts as well as more modern cakes, from start to finish. Also covered is professionalism in the workplace, safety and sanitation, equipment use and safety, baker’s math, weights and measures. Students are required to take thorough notes on all lectures, demos and processes.

#### Retail Operations And Barista
- 2 hours of lecture / 6 hours of lab
- Students will learn how to set up the retail area for daily operation, how to make a variety of specialty coffees, cold drinks, Italian sodas and featured drinks. Marketing for effective sales, efficient and friendly customer service and the proper operation of POS system will also be discussed.

#### Applied Professional Development
- 1 hours of lecture / 16 hours of lab
- Students will spend two weeks in each of four areas: Artisan bread, Viennoiserie, cakes and tortes, early morning/store/retail. Utilizing acquired skills and knowledge, they will be responsible for production of all product for the retail store. They will create and follow a production schedule, inventory and store product, do mise en place for the next day and clean the station at the end of each day.

#### Production Baking
- 2 hours of lecture / 14 hours of lab
- Utilizing acquired skills, students will operate and manage their own production bakery. They will produce product needed for sale in the retail store from the following areas; breakfast items, Viennoiserie, artisan bread, bars, cookies, cakes and dessert items. They will be responsible for planning a daily production schedule, inventory, purchase of necessary ingredients, costing and maintaining daily operation of their station.

#### Chocolate Lab
- 2 hours of lecture / 6 hours of lab
- Students will learn the origin of chocolate as well as the various types, brands, flavor profiles and qualities of chocolate. Practical application will include tempering chocolate, fillings, shelling and bottoming chocolates. Also covered is professionalism in the workplace, safety and sanitation, equipment use and safety, baker’s math, weights and measures. Students are required to take thorough notes on all lectures, demos and processes.
Pastry Chef/Restaurant Baking

PBAK 220  9 Credits/Units
2 hours of lecture / 14 hours of lab
Students will be responsible for meeting with the chef of the CTO station to determine the baking/dessert needs for the restaurant each day. They will design and create a dessert menu for the restaurant and upon approval and will make desserts for the daily lunch service. Students will provide a variety of breads/rolls for lunch service and will be required to generate a production schedule that includes daily mise en place, purchasing of required ingredients, inventory and maintenance of the station. Must demonstrate ability to plan and execute production for maximum efficiency and accuracy using proper sanitation practices.

Retail/Merchandising, Inventory/Purchasing

PBAK 221  5 Credits/Units
2 hours of lecture / 6 hours of lab
Students will learn how to set up the retail area for daily operation, how to make a variety of specialty coffees, cold drinks, Italian sodas and featured drinks. They will learn marketing for effective sales, efficient and friendly customer service. Students will learn proper operation of POS system as well as professionalism in the workplace, safety and sanitation, equipment use and safety.

Capstone Project

PBAK 230  6 Credits/Units
1 hours of lecture / 10 hours of lab
Students will have five weeks to prepare and execute a display covering one of the following areas: Vienoisserie, Artisan breads, Viennese table, Plated Desserts or Dessert Bar. Each student will receive a complete list of requirements at the beginning of the class. The project will be presented to the faculty for judging. Instruction also covers career development.

Industry Internship

PBAK 231  4 Credits/Units
12 hours of clinical
Students will complete a five week externship at an approved bakeshop. Prior to starting the externship, students will generate a list of learning objectives for the externship. Students are required to keep a daily journal of their experience. All paperwork must be turned in upon completion of the externship.

Special Projects

PBAK 290  1-6 Credits/Units
6 hours of lecture
Opportunity to plan, organize and complete special projects approved by the department. [GE]
PROFESSIONAL TECHNICAL COMPUTATIONAL SKILLS (PTCS)

<table>
<thead>
<tr>
<th>Professional</th>
<th>Technical</th>
<th>Computational</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTCS 110</td>
<td></td>
<td></td>
<td>5 Credits/Units</td>
</tr>
</tbody>
</table>

5 hours of lecture

Intended for students enrolled in career technical education programs. It includes topics from algebra, geometry, statistics, inductive reasoning, and trigonometry with an emphasis on applications and measurement. This course will satisfy the computational requirement for the Certificate of Proficiency, Associate of Applied Science and the Associate of Applied Technology. [CP]
PROFESSIONAL TECHNICAL WRITING (PTWR)

Introduction To Applied Technical Writing
PTWR 135  5 Credits/Units
5 hours of lecture

Introduction to principles of effective workplace communication: focus on methods of writing clear, concise documents for technical audiences and purposes; summarizing technical information; collaborating successfully in small groups. For students of all technical fields.
[CA,CT,GE]
## PSYCHOLOGY (PSYC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits/Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 122</td>
<td>Psychosocial Issues In Health Care I</td>
<td>1 Credit/Unit</td>
<td>1 hours of lecture Concurrent enrollment in NURS 122, NURS 123, NURS 124, NURS 127, NURS 128, and PSYC 124. Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care. Application of concepts from previous courses in psychology and sociology to the direct care of patients/clients in various healthcare settings. Focus on women, children, and families. Taught concurrently with NURS 122. [SS]</td>
</tr>
<tr>
<td>PSYC 124</td>
<td>Psychosocial Issues In Health Care II</td>
<td>2 Credits/Units</td>
<td>2 hours of lecture Concurrent enrollment in NURS 122, NURS 123, NURS 127, and NURS 128. Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care. Application of concepts from previous courses in psychology to the direct care of patients/clients in various healthcare settings. Focus on therapeutic communication and behavioral symptomology specific to anxiety, depression, delirium and agitation. [SS]</td>
</tr>
<tr>
<td>PSYC 199</td>
<td>Cooperative Work Experience</td>
<td>1-5 Credits/Units</td>
<td>15 hours of clinical Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment in, HDEV 195, 198, or 200 required. [GE]</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>Social Psychology</td>
<td>5 Credits/Units</td>
<td>5 hours of lecture Effects of social environment and interpersonal processes on both individual and collective behaviors. Socialization, impression formation and management, attitude formation and change, prejudice, aggression, altruism, leadership, power, conformity, environmental psychology, and other topics. [HR,SE,SS]</td>
</tr>
<tr>
<td>PSYC 253</td>
<td>Psychosocial Issues In Health Care III</td>
<td>2 Credits/Units</td>
<td>2 hours of lecture Examines some determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care. Application of concepts from previous courses in psychology and sociology to the direct care of patients/clients in various healthcare settings. Focus on persons with acute mental issues and/or chronic mental illnesses. [SS]</td>
</tr>
<tr>
<td>PSYC 280</td>
<td>Selected Topics</td>
<td>1-3 Credits/Units</td>
<td>3 hours of lecture Selected topics in psychology as listed in the term class schedule. May be repeated for credit. [GE,SE]</td>
</tr>
<tr>
<td>PSYC 290</td>
<td>Special Projects</td>
<td>1-5 Credits/Units</td>
<td>5 hours of lecture Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
</tbody>
</table>

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**Electives**

- PSYC 800: 1-99 Credits/Units This course is used for transfer credit only. General Elective
- PSYC 900: 1-99 Credits/Units This course is used for transfer credit only. Non direct equivalencies

**Psychology**

- PSYC& 100: 5 Credits/Units 5 hours of lecture The scientific study of behavior and mental processes including research methods, psychobiological processes, learning, memory, psychological disorders, psychotherapy, and other topics to be determined by the instructor. [SE,SS] [PNP]
- PSYC& 200: 5 Credits/Units 5 hours of lecture Principles and theories of human growth and development; the interaction of psychological, biological, and social factors throughout the life span. Prior completion of PSYC& 100 or (PSYC 101) recommended. [SE,HR,SS]
## SOCIOMETRY (SOC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 121</td>
<td>Marriage And Family Experiences In The U.S.</td>
<td>5</td>
<td>5</td>
<td>Marriage and family experiences will be examined along with other social institutions that affect the marriage and family relationships in a changing U.S. culture. [HR,SE,SS]</td>
</tr>
<tr>
<td>SOC 131</td>
<td>Race And Ethnicity Experiences In The U.S.</td>
<td>5</td>
<td>5</td>
<td>The sociological perspectives of race and ethnicity, including an examination of prejudice and discrimination from the interpersonal to the institutional level. Application of concepts and theories to both historical and current events in the U.S. [HR,SE,SS][PPI]</td>
</tr>
<tr>
<td>SOC 141</td>
<td>Introduction To Islam</td>
<td>3</td>
<td>3</td>
<td>Introduction to the world of Islam and Muslim populations. Topics include Islam as a way of life in a socio-cultural context and the ways this religion affects the individual, family, and social life in various Islamic societies. Focus on analyzing Islam both in theory and in practice. [SE]</td>
</tr>
<tr>
<td>SOC 161</td>
<td>World Religions</td>
<td>5</td>
<td>5</td>
<td>Introduction to the historical origins, central teachings, and devotional practices of the major religious traditions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Topics include religion as a way of life in a socio-cultural context and the ways religion affects the individual, family and social life. [HR,SE,SS]</td>
</tr>
<tr>
<td>SOC 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
<td>15</td>
<td>Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. Completion of, or concurrent enrollment HDEV 195, 198 or 200 required. [GE]</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Death And Dying</td>
<td>3</td>
<td>3</td>
<td>A comprehensive survey of death, dying, bereavement, and other losses and their societal impacts upon people. Various cultural attitudes, traditions and changing values surrounding death and dying will be explored. [HR,SE,SS]</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Domestic Violence</td>
<td>5</td>
<td>5</td>
<td>Introducing historical and current ideas, myths and empirical research regarding domestic partner abuse. Defining abuse and examining cultural, social, family and psychological factors associated with offenders and victims: why, how, who, and what responses have been tried. [SE][PPI]</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Criminology And Delinquency</td>
<td>5</td>
<td>5</td>
<td>An introductory examination of delinquency, crime, deviant behavior and social control among adults and legal minors in contemporary society. Historical and contemporary explanations of criminological and juvenile delinquency theory, social control, treatment of offenders and programs for prevention. [SE][PPI]</td>
</tr>
</tbody>
</table>

### Selected Topics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 280</td>
<td>SOC 280 Varying topics in Sociology as listed in the term class schedule. May be repeated for credit. [GE, SE]</td>
<td>1-5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SOC 290</td>
<td>Special Projects SOC 290</td>
<td>1-5</td>
<td>5</td>
<td>Opportunity to plan, organize and complete special projects approved by the department. [GE]</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Organizational Behavior</td>
<td>5</td>
<td>5</td>
<td>Focus on understanding social and group dynamics and managing relationships in organizations. Gain practical experience in managing teams, resolving conflict, and building effective relationships across cultural differences. Special emphasis will be placed on social equity in the workplace and managing difficult behavioral human situations, whether among employees within the organization or with external stakeholders. [GE,SS]</td>
</tr>
<tr>
<td>SOC 800</td>
<td>SOC Electives SOC 800</td>
<td>1-99</td>
<td>1-99</td>
<td>This course is used for transfer credit only. General Elective</td>
</tr>
<tr>
<td>SOC 900</td>
<td>SOC Electives SOC 900</td>
<td>1-99</td>
<td>1-99</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Social Problems: The Pursuit of Social Justice SOC 201</td>
<td>5</td>
<td>5</td>
<td>Study of the magnitude and consequences of social problems in the US from a sociological, power, privilege and inequality, and cross cultural perspective. Examination of solutions that promote social justice and equity. Topics include: poverty, crime and the US justice system, the environment, racial and economic inequalities, gender identity, substance abuse and terrorism. [HR,SE,SS][PNP][PPI]</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction To Sociology SOC 101</td>
<td>5</td>
<td>5</td>
<td>Introduces the sociological perspectives that explain human interaction, social institutions, and social change. Examines these social phenomena from a variety of sociological perspectives, including the functionalist, conflict, and symbolic-interactionist. [HR,SE,SS][PPI]</td>
</tr>
</tbody>
</table>

### SOC Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours of Lecture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 801</td>
<td>SOC Electives SOC 801</td>
<td>1-99</td>
<td>1-99</td>
<td>This course is used for transfer credit only. General Elective</td>
</tr>
<tr>
<td>SOC 900</td>
<td>SOC Electives SOC 900</td>
<td>1-99</td>
<td>1-99</td>
<td>This course is used for transfer credit only. Non direct equivalencies</td>
</tr>
</tbody>
</table>
SPANISH (SPAN)

Conversational
SPAN 141
3 hours of lecture
Intensive practice in Spanish conversation. Discussion in small groups of contemporary topics common to American and Hispanic societies. [HB, SE]

Study Abroad
SPAN 150
1 hour of lecture
Preparing students to travel with the Clark College study abroad program in Spanish-speaking countries. Successful completion of this course is required for students to participate in the study abroad program. Application and acceptance into the study abroad program also required. [SE]

Cooperative Work Experience
SPAN 199
30 hours of clinical experience
Summer cooperative work experience in a Spanish-speaking country. Requires use of Spanish language. Enroll in this course Spring quarter prior to participation abroad. [GE, SE]

Selected Topics
SPAN 280
5 hours of lecture
Selected topics in Spanish. Topics vary and course theme and content change to reflect new topics. This course may be repeated for credit. [GE, SE]

Special Projects
SPAN 290
5 hours of lecture
[GE]

SPAN
SPAN 800
1-99 Credits/Units
This course is used for transfer credit only. General Elective

SPAN
SPAN 900
1-99 Credits/Units
This course is used for transfer credit only. Non direct equivalencies

Spanish
SPAN& 121
5 Credits/Units
5 hours of lecture
Designed for beginning students, with little to no experience, who want to learn Spanish as a second language. Emphasis on listening/speaking skills, with additional practice in reading/writing and basic Spanish grammar. Topics covered: greetings; regular and irregular verbs in present tense; question and response formation; vocabulary about family, friends, studies, hobbies and likes/dislikes. After successful completion, students are encouraged to continue with SPAN& 122. [HA, SE]

Spanish
SPAN& 122
5 Credits/Units
5 hours of lecture
Designed for beginning students, who have successfully completed SPAN& 121, one term of college Spanish or one recent year of high school Spanish with a grade of "B" or higher. Emphasis on listening/speaking skills, with additional practice in reading/writing. Students who enroll in this class should already be able to conjugate verbs in the present tense to describe self, likes/dislikes, family, friends, and daily activities. After successful completion, students are encouraged to continue with SPAN& 123. [HA, SE]

Spanish
SPAN& 123
5 Credits/Units
5 hours of lecture
Designed for beginning students who have successfully completed SPAN& 122, two terms of college Spanish, or two years of recent high school Spanish with a grade of "B" or higher. Emphasis on listening, speaking, reading and writing skills. Students who enroll in this class should already be able to converse and write using verbs in the present and simple past tense to describe routines, likes/dislikes, and past activities. This class focuses on how to narrate in the past tense and introduces more complex grammar structures such as the subjunctive mood. After successful completion, students are encouraged to continue with SPAN& 221. [HA, SE]

Spanish
SPAN& 221
5 Credits/Units
5 hours of lecture
Focus on discussion of literature and culture from the Spanish-speaking world. Intensive grammar review and composition practice. Heritage speakers of Spanish welcome. [HA, SE]

Spanish
SPAN& 222
5 Credits/Units
5 hours of lecture

Spanish
SPAN& 223
5 Credits/Units
5 hours of lecture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Units</th>
<th>Hours of Lecture</th>
<th>Hours of Lab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURV 100</td>
<td>Introduction to GPS</td>
<td>2</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Introduction to global positioning tools. Fundamental concepts and use of modern handheld GPS. Includes field work and use of basic GPS software. [GE]</td>
</tr>
<tr>
<td>SURV 102</td>
<td>Fundamentals of Survey</td>
<td>2</td>
<td></td>
<td>1</td>
<td>2</td>
<td>Introduction to concepts of map reading, coordinate systems, the Public Land Survey System, basic legal descriptions of real property, plotting field data and creating a plat, and the minimum requirements for preparing plats in the State of Washington. No field work required. [GE]</td>
</tr>
<tr>
<td>SURV 104</td>
<td>Computation and Plating</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td>Basic coordinate geometry, curves and solutions, conversions, statistics and error analysis, traverse calculations, inversing, coordinate positions, and area calculations. [GE]</td>
</tr>
<tr>
<td>SURV 121</td>
<td>Field Survey I</td>
<td>5</td>
<td></td>
<td>3</td>
<td>4</td>
<td>Basic theory of surveying, measurement and calculation. Topics include measurement and determination of boundaries, areas, shapes, and location through traversing techniques, error theory, compass adjustments, public land system, and use of programmable calculators. Also covers principles of measurements of distances, elevation and angles. [GE]</td>
</tr>
<tr>
<td>SURV 122</td>
<td>Field Survey II</td>
<td>5</td>
<td></td>
<td>3</td>
<td>4</td>
<td>Theories of electronic distance measurement, instrument calibration and analysis; principles of route location and design; theories of circular, parabolic, and spiral curves; highway and railway geometric design; area and volumes of earthwork; and mass diagrams. [GE]</td>
</tr>
<tr>
<td>SURV 123</td>
<td>Professional Ethics</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>Survey safety, ethics, and communication. Problem solving methods, procedures, and human relations related to on-the-job work experience in field surveying. [GE] [PNP]</td>
</tr>
<tr>
<td>SURV 125</td>
<td>Introduction to GIS</td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td>Introduction to Geographic Information Systems (GIS) methods and theory. Background and development of GIS technology. Introduction to relational and spatial databases and spatial analysis. [GE]</td>
</tr>
<tr>
<td>SURV 163</td>
<td>Route Surveying</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Introduction to elements of horizontal and vertical route alignment and layout. Use design software and a total station for the construction of a section of road. Include the construction of a topographic map, a centerline alignment, and a final plan and profile showing centerline alignment. Use of topographic data for earthwork computations for proposed route. [GE]</td>
</tr>
<tr>
<td>SURV 199</td>
<td>Cooperative Work Experience</td>
<td>1-5</td>
<td></td>
<td>15</td>
<td></td>
<td>Work-based learning experience that enables students to apply specialized occupational theory, skills and concepts. Specific objectives are developed by the College and the employer. [GE]</td>
</tr>
<tr>
<td>SURV 202</td>
<td>Boundary Surveys</td>
<td>4</td>
<td></td>
<td>3</td>
<td>4</td>
<td>Principles and laws relating to boundary surveys, including their creation, ownership, and the role of the surveyor; introduction to the Public Land Survey System, including history, proportioning, subdividing and evidence analysis. Topics include boundary history and boundary surveys, rights in land, junior/senior title rights, retracement of originals surveys, deed first/survey first, common and case law, ranking/prioritizing evidence, controlling monuments and corners, errors in legal descriptions and plats. [GE]</td>
</tr>
<tr>
<td>SURV 203</td>
<td>Legal Descriptions</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>Research and practice pertaining to the legal aspects of writing land description documents used in real property; written research project required. [GE]</td>
</tr>
<tr>
<td>SURV 223</td>
<td>Boundary Law I</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>Introduction to statute law, common law, case law, and legal principles of land boundaries and the practice of land surveying in Washington. Topics include an introduction to principles of professional practice and ethical consideration. [GE]</td>
</tr>
<tr>
<td>SURV 225</td>
<td>Subdivision Planning A &amp; Plating</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td>A study of selected state laws and regulations pertaining to the surveying profession that affect the surveying of division of lands; layout and design of subdivisions; environmental considerations and site analysis procedures. [GE]</td>
</tr>
<tr>
<td>SURV 250</td>
<td>ArcGIS GIS I</td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td>Introduction to ArcGIS. GIS concepts, methodologies, and techniques. [GE]</td>
</tr>
<tr>
<td>SURV 252</td>
<td>Map Projections</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>Overview of map projections with emphasis on conformal projections used in the geomatics profession. U.S. State Plane Coordinate system, implementation, and computations. [GE]</td>
</tr>
</tbody>
</table>
Introduction To GPS
SURV 253 2 Credits/Units
1 hours of lecture / 2 hours of lab
Introduction to global positioning tools. Fundamental concepts and use of modern handheld GPS. Includes field work and use of basic GPS software. [GE]

Survey Software Applications
SURV 264 4 Credits/Units
3 hours of lecture / 2 hours of lab
Use of surveying and related software to solve and plot assignments in traverse calculations, horizontal and vertical curve alignments, profiles, contours, and earthwork calculations. Some hand generated plots and calculations will be made to supplement the computer calculations. [GE]

Selected Topics
SURV 280 1-6 Credits/Units
6 hours of lecture
Course focuses on selected topics in Surveying. Topics vary, and course theme and content change to reflect new topics. Because the course varies in content, it is repeatable for credit for different topics. [GE,SE]

Special Projects
SURV 290 1-5 Credits/Units
5 hours of lecture
Opportunity to plan, organize, and complete special projects approved by the department. [GE]

SURV Electives
SURV 800 1-99 Credits/Units
This course is used for transfer credit only. General Elective
TUTORING (TUTR)

Tutoring
TUTR 185  1-3 Credits/Units
6 hours of lab
Introduction to methods and techniques in tutoring. Tutoring training assignments in various disciplines. [GE]

Tutoring-Writing
TUTR 186  1-3 Credits/Units
6 hours of lab
Introduction to strategies for effectively tutoring writers at all stages of the writing process and experience working one-on-one with writing across the disciplines. [GE]
**WELDING (WELD)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 102</td>
<td>Welding</td>
<td>Practical application in general shop safety and department-required training on metal working equipment. [GE]</td>
<td>6</td>
</tr>
<tr>
<td>WELD 110</td>
<td>Blueprint Reading</td>
<td>4 hours of lecture / 4 hours of lab</td>
<td>5</td>
</tr>
<tr>
<td>WELD 120</td>
<td>Welded Sculpture Lab</td>
<td>Concurrent enrollment in WELD 141 or consent of Instructional Unit. Instructional theory and application of Gas Metal Arc Welding processes on ferrous metals. [GE]</td>
<td>3</td>
</tr>
<tr>
<td>WELD 140</td>
<td>Gas Metal Arc Welding</td>
<td>Concurrent enrollment in WELD 140 or consent of Instructional Unit. Instructional theory and application of arc cutting processes/oxyfuel cutting and gas tungsten arc welding processes on ferrous metals. [GE]</td>
<td>6</td>
</tr>
<tr>
<td>WELD 141</td>
<td>Flux Core Arc Welding</td>
<td>Concurrent enrollment in WELD 143 or consent of Instructional Unit. Instructional theory and application of arc cutting processes/oxyfuel cutting and flux core arc welding processes on ferrous metals. [GE]</td>
<td>6</td>
</tr>
<tr>
<td>WELD 142</td>
<td>Shielded Metal Arc Welding</td>
<td>Concurrent enrollment in WELD 144 or consent of Instructional Unit. Instructional theory and application of arc cutting processes/oxyfuel cutting and shielded metal arc welding processes on ferrous metals. [GE]</td>
<td>6</td>
</tr>
<tr>
<td>WELD 143</td>
<td>Advanced Wire Feed Fabrication</td>
<td>Concurrent enrollment in WELD 243 or consent of Instructional Unit. Advanced instructional theory and application of arc cutting processes/oxyfuel cutting, sub-arc welding and wire feed welding processes on ferrous and nonferrous metals. [GE]</td>
<td>6</td>
</tr>
<tr>
<td>WELD 144</td>
<td>Shielded Gas Tungsten Arc Welding</td>
<td>Concurrent enrollment in WELD 245 or consent of Instructional Unit. Advanced instructional theory and application of arc cutting processes/oxyfuel cutting and gas tungsten arc welding processes on ferrous and nonferrous metals. [GE]</td>
<td>6</td>
</tr>
</tbody>
</table>

**Certification**
- WELD 156: 2 Credits/Units

Students will review the requirements to earn program required AWS welding certifications. [GE] [PNP]

**Cooperative Work Experience**
- WELD 199: 1-5 Credits/Units

Supervised work experience in an approved job. Completion of specific learning objectives and employer evaluation. [GE]

**Applied Material Science**
- WELD 200: 5 Credits/Units

Introduction to applied material science for technical professionals. Covers basic theory, application, and advanced manufacturing methods through a combination of lecture and laboratory activities. Topics: material properties, material structure, testing, manufacturing, joining, and material classification and identification for metallic, ceramic, polymeric, and composite materials.
**Advanced Gas Tungsten Arc Fabrication**

WELD 245  
6 Credits/Units

3 hours of lecture / 6 hours of lab
Concurrent enrollment in WELD 244 or consent of Instructional Unit.
Application of concepts of advanced gas tungsten arc welding processes on nonferrous metals with a focus on fabrication techniques, proper use of hand tools and equipment found in industry. [GE]

### Selected Topics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 280</td>
<td>1-6</td>
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</tbody>
</table>

6 hours of lecture
Selected topics in Welding as listed in the term class schedule.
Repeatable for credit. [GE]

### Selected Topics-lab

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 281</td>
<td>1-6</td>
</tr>
</tbody>
</table>

12 hours of lab
Selected topics in Welding as listed in the term class schedule.
Repeatable for credit. [GE]

### Special Projects

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 290</td>
<td>1-5</td>
</tr>
</tbody>
</table>

5 hours of lecture
Projects assigned according to needs and abilities of the student. Hours arranged with instructor. Maximum of 15 credits allowed toward a certificate or degree. [GE]

### WELD Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 800</td>
<td>1-99</td>
</tr>
</tbody>
</table>

This course is used for transfer credit only. General Electives
WOMEN'S STUDIES (WS)

Introduction To Women's Studies
WS 101 5 Credits/Units
5 hours of lecture
Contemporary feminist theory analyzing systems of power, privilege and inequity particularly with respect to gender, race, class, sexuality, age, and ability. Topics may include women and gender socialization, family, work, politics, health, sexuality, body image, violence, spirituality, art, and culture. Fulfills either Humanities or Social Science distribution requirements for the A.A. transfer degree. [HA,HR,SE,SS][PPI]

Women Across Cultures
WS 201 5 Credits/Units
5 hours of lecture
A feminist analysis of the economic, reproductive, political, and religious factors that contribute to women's lower status and power in major world areas today. Through the lens of gender and its intersection with race, class, and sexual orientation, examine some of the similarities and differences in women's lives around the world. Through the contexts of colonialism, globalization, media representation, and migration, study global women's issues by examining how the power of wealthy, industrialized nations affects those in poor or post-colonial nations, as well as systemically non-dominant groups within the U.S. [HA, SE, SS]

Women, Arts, and Culture
WS 210 5 Credits/Units
5 hours of lecture
Examines how women have been represented in western culture and how female artists, writers, filmmakers, crafters and musicians have responded to such depictions and created their own work. Through a sampling of women's stories, history, art, music, and films, we will consider issues of representation and how they are shaped by the dynamics of gender, race, class, sexuality, ability status, gender identity, and other factors. We will also explore the possibilities of a "women's" culture through an examination of particular historical communities. [HA, SE, SS]

Race, Class, Gender and Sexuality
WS 220 5 Credits/Units
5 hours of lecture
Studies the social construction of difference, inequality and privilege in race, class, gender, sex, and sexual orientation in the U.S. Examines how these categories are created, maintained, and experienced; how meaning is assigned to those categories; and how social constructions can be challenged. [SE, SS] [PNP][PPI]

Racism & White Privilege In The U.S.
WS 225 3 Credits/Units
3 hours of lecture
Critical examination of racism and white privilege in the U.S. analyzing systems of power, privilege and inequity; racial identity; and intercultural competence. [SE, SS] [PNP][PPI]

Selected Topics
WS 280 1-3 Credits/Units
3 hours of lecture
This course focuses on selected topics in women's studies. Topics vary and course theme and content change to reflect new topics. This course may be repeated for credit. [GE, SE]
ENROLLMENT, AID AND COLLEGE LIFE

• Academic Standards Policy (p. 250)
• Advising (p. 252)
• Career Services (p. 253)
• College Life (p. 254)
• Credential Evaluations Office (p. 260)
• Enrollment Services (p. 263)
• eLearning (p. 267)
• Financial Aid (p. 268)
• Registration (p. 274)
• Special Instructional Programs and Locations (p. 279)
• Student Orientation (p. 280)
• Student Success Programs (p. 281)
ACADEMIC STANDARDS POLICY

www.clark.edu/clark-and-community/about/policies-procedures/academic_standards/index.php (http://www.clark.edu/about/governance/policies-procedures/academic_standards/)

The College develops and enforces academic standards for all credit students. The purpose of academic standards is to quickly identify and alert students with low academic achievement and to provide those students assistance for improving their academic performance, such as advising them to utilize student support services. In some cases, students who fail to make satisfactory progress will not be allowed to enroll.

Visit Clark’s Academic Standards Policy website (https://catalog.clark.edu/enrollment-aid-college-life/academic-standards-policy/www.clark.edu/clark-and-community/about/policies-procedures/academic_standards/) for up-to-date information on the policy, procedures, and a flowchart.

Academic Standards Procedure

Academic Concern
The first time the term grade point average (GPA) falls below 2.0, students will be placed on Academic Concern.

- The college will send an e-mail to students’ Clark e-mail accounts that offers information about the Academic Standards process and explains what happens at each stage.
- Students will receive a listing of college resources and a recommendation to take advantage of services.

Academic Intervention
The second time the term grade point average (GPA) falls below 2.0, students will be placed on Academic Intervention.

- By the third week of the subsequent term, students must attend a group workshop or meet with a designated staff member.
- Students must complete an academic success plan that outlines steps for improving academic performance.
- Students may lose the ability to carry a full course load.
- If students do not attend the workshop or meet with a designated staff member, they will be blocked from registering for classes.

One (1) Term Academic Dismissal
If students have previously been placed on Academic Concern and Academic Intervention statuses, and both their term and cumulative grade point averages (GPA) are below 2.0, they will be placed on One-Term Academic Dismissal.

- Students will be blocked from registering for classes while on One-Term Academic Dismissal status.
- Students may appeal One-Term Academic Dismissal.
  - Students may appeal to the Academic Standards Committee for immediate reinstatement.
  - The college will send an e-mail to students’ Clark e-mail accounts that outlines the appeal process. The Appeal Form for One-Term Dismissal is available online.
  - Students must submit a personal statement and all documents requested, and any documentation that supports their statements. The Academic Standards Committee’s decisions will be made and communicated to students before the first day of classes.
  - Factors considered in determining an appeal may include academic aptitude, change of major, extenuating circumstances, lapse of time, and relevant experience since suspension that will predict academic success.

- If students do not appeal, or if their appeals are denied, they will be administratively dropped from classes and paid tuition will be refunded.

- Students will receive information about how to return from One-Term Academic Dismissal. They must complete a Request to Return to College Form no later than three weeks before the first day of classes for the term in which they plan to return. Students will be notified about the process, expectations, and timeline to make an appointment with a designated staff member. Students must prepare a written plan in advance that includes the following items for discussion with the staff member:
  - Short-term educational goals;
  - Specific plans to overcome barriers and improve academic progress;
  - A proposed course schedule.

- The designated staff member will review the plan with the student and outline specific conditions he or she must meet for return from One-Term Academic Dismissal. Once the plan is finalized, the student will be placed on Return from One-Term Academic Dismissal status.

- Upon returning from One-Term Academic Dismissal, students must earn a term grade point average (GPA) of 2.0 or higher in order to be approved to register for the subsequent term. If they do not earn a term grade point average (GPA) of 2.0 or higher upon return from One-Term Academic Dismissal, they will be placed on Four-Term Academic Dismissal.

Four (4) Term Academic Dismissal
If students have previously been placed on Academic Concern, Academic Intervention, and One-Term Academic Dismissal statuses, and both their term and cumulative grade point averages (GPA) remain below 2.0, they will be placed on Four-Term Academic Dismissal.

- Students will be blocked from registering for classes while on Four-Term Academic Dismissal.
- There is no appeal process for Four-Term Academic Dismissal.
- Students will be administratively dropped from registered classes and paid tuition will be refunded.

- Students will receive information about how to return from Four-Term Academic Dismissal. They must complete a Request to Return to College Form no later than three weeks before the first day of classes for the term in which they plan to return. Students will be notified about the process, expectations, and timeline to make an appointment with a designated staff member. Students must prepare a written plan in advance that includes the following items for discussion with the staff member:
  - Short-term educational goals;
  - Specific plans to overcome barriers and improve your academic progress;
  - A proposed course schedule.

Factors considered in determining an appeal may include academic aptitude, change of major, extenuating circumstances, lapse of time, and relevant experience since suspension that will predict academic success.
• The designated staff member will review the plan with the student and outline specific conditions he or she must meet for return from Four-Term Academic Dismissal. Once the plan is finalized, the student will be placed on Return from Four-Term Academic Dismissal status.

Upon returning from Four-Term Academic Dismissal, students must earn a term grade point averages (GPA) of 2.0 or higher in order to be approved to register for the subsequent term. If they do not earn a term grade point averages (GPA) of 2.0 or higher upon return from Four-Term Academic Dismissal, they will be placed on One-Term Academic Dismissal.

**Academic Standards for Professional/Technical Programs**

Students in certain professional/technical programs must receive grades of "C" or better in program core courses to advance in the program class sequences. Students should refer to the department descriptions under their associated pages located on the index of the Academic Plans (https://catalog.clark.edu/academic-plans/) portion of the catalog for further information.
The mission statement for Clark College advising is:

By providing accurate, timely, and consistent information, Advising personnel, in collaboration with faculty, will guide, support, and help students develop lifelong learning skills; assist students as they plan and achieve their educational and career goals; and work with students to establish a lasting relationship with Clark College. As a result of working with advising personnel, students will:

- Develop an understanding of their own educational pathway so that remaining classes and timeliness of completion are clear and accurate.
- Develop an educational plan that addresses academic, career, and life goals.
- Develop an awareness of their own personal responsibility within the advising process.
- Develop skills to successfully navigate and use campus services and tools.

To ensure the communication of accurate program information to all Clark students, advising is required for all new degree and certificate students to Clark and at certain checkpoints during the degree or certificate progress. The advising system at Clark College is an educational process that assists students as they pursue educational, career, and life goals. It is expected that students will build relationships with advisors during their time at Clark College and, over the course of their degree or certificate, will attain the objectives listed above.
CAREER SERVICES

360-992-2902
http://www.clark.edu/enroll/careers/index.php (http://www.clark.edu/enroll/careers/)
Online job database system: www.clark.edu/cc/penguinjobs (https://clark-csm.symplicity.com/)

Career Services provides the resources and strategies for choosing a college major; developing career plans; finding jobs, internships, and volunteer opportunities; and making successful career transitions. Resources include a computer lab, an extensive library of books and videos, and one-on-one appointments with career and employment specialists. Services are free and open to students, former students, and the general public.

Career Center resources:
• Assistance in assessing personal skills and interests to explore career options or select a course of study.
• Detailed descriptions of more than 1,000 occupations and industries.
• Information about employment outlooks, labor trends, wages, and job preparation.
• Databases of universities, technical training programs, and scholarships in Washington, Oregon, and the United States.
• Strong Interest Inventory and Myers-Briggs Type Indicator assessments, including a career report and 90-minute small group interpretation of results.

Employment services and work experience opportunities for students:
• An online job database system, Penguin Jobs, on the Career Services website: www.clark.edu/cc/penguinjobs (https://www.collegecentral.com/).
• Institutional hire job referrals for on- and off-campus student employment opportunities.
• Local and statewide full- and part-time job listings.

Job search and employment preparation services:
• Assistance with resume writing, cover letters, and interviewing skills.
• Job- and career-related workshops and resources.

Financial literacy:
• One-on-one appointments for free financial coaching.
• Money-themed student success workshops.

Employer services:
• Free on-campus recruiting table.
• Free advertisement of job and internship vacancies.
• Multiple career events each year, including targeted job fairs and employer guest speakers discussing various career fields.
• Opportunities to serve on college advisory boards.

• Equal opportunity guidelines are followed and applicants are referred on a non-discriminatory basis for all possible co-op, internship, volunteer, or job placements.

Cooperative Education/Internship Work Experiences
360-992-2154

Clark College recognizes the value to students of actual experience in a work environment and has developed a nationally recognized program which allows credits to be earned for that experience under controlled conditions.

The purpose of Cooperative Education Work Experience (co-op) is to provide on-the-job experience that complements students’ academic career goals and that furnishes an opportunity for career exploration. Co-op involves the faculty, student, and employer in determining learning objectives and evaluating the student’s progress in achieving those objectives. Students may use internship experiences to test their interest in a field or their fit in the work environment of a particular industry.
COLLEGE LIFE

Archer Gallery
360-992-2246
http://www.clark.edu/campus-life/arts-events/archer/index.php

Archer Gallery has been exhibiting fine art in Southwest Washington since 1978, consistently presenting an impressive list of artists and exhibits. Focusing on Northwest and Washington artists, the gallery also exhibits works by national artists. Featuring both established and emerging talents, the cultural, social, and ethnic diversity of the region is expressed in the exhibition schedule.

Archer Gallery is located on the lower level at the south entrance of the Penguin Union Building and features 2,000 square feet of exhibition space. All exhibits are free and open to students and the community. Support for the Archer Gallery is provided by the Associated Students of Clark College (ASCC), the Clark College Foundation, the College, and donations from individuals. Archer Gallery is wheelchair accessible.

Athletics
Clark College Penguins
360-992-2691
http://www.clarkpenguins.com/index.aspx

Clark College is a member of the Northwest Athletic Conference (NWAC). The NWAC is the parent organization and coordinates and regulates both men's and women's athletics for thirty-six (36) community colleges located in Idaho, Oregon, Washington, and British Columbia. Clark sponsors intercollegiate teams for women in volleyball, cross country, basketball, track and field, softball, and soccer; and for men in soccer, cross country, basketball, baseball, and track and field. Students interested in intercollegiate sports should contact the Athletics Department.

Penguin Athletic Club
360-992-2301

Through individual, family, and corporate memberships, the Clark College Penguin Athletic Club (PAC) provides funding for athletic scholarships, special events, recognition for student athletes, coaching enhancements, and general support for all eleven (11) Clark teams competing for the Penguins. Membership in the PAC provides special discounts on both alumni and PAC events, free admission to all home regular season games, and the opportunity to utilize the Clark College Thompson Fitness Center for a nominal fee per term or per year. For more information, please contact the PAC office.

Bookstore
360-992-2149 Fax: 360-992-2862
bookstore@clark.edu
www.clarkbookstore.com

The Clark College Bookstore, owned and operated by the College, is located in Gaiser Hall and provides shipments, in store pickup, or reservations from the store website. The store stocks required course materials as requested by classroom instructors and vigorously supports students’ interest by maintaining the lowest possible price for required course materials. You can also find Clark logo apparel, gifts and spirit gear, grab & go food and beverages, organizational supplies and much more. Additionally, the store facilitates numerous solutions to help Clark students stretch their educational budgets including a comparison shopping tool, textbook and calculator rentals, peer-to-peer textbook exchange, and more.

The bookstore supports the interests of the broader community by selling specialty and educational items, logo items, apparel, gifts, cards, food and beverages, various reference and test preparation items, and more. Personal services available in store include faxing, notary public, special orders, Clark College Theatre and event tickets (https://www.clarkbookstore.com/site_theatre.asp), USPS stamps, C-Tran bus passes (http://www.clark.edu/campus-life/student_ID.php), payment for parking and student IDs (http://www.clark.edu/campus-life/student_ID.php) and more.

Information regarding accepted payment methods (https://www.clarkbookstore.com/site_payment_options.asp), returns/exchanges (https://www.clarkbookstore.com/site_returns.asp), and more can be obtained by visiting us in store or online at www.clarkbookstore.com.

Bulletin Boards
360-992-2336

The majority of college bulletin boards are used for college or departmental information only. All bulletin boards are identified with the assigned posting monitor. The posting monitor is responsible for postings. Complete bulletin board guidelines and a listing of campus bulletin boards and their classification may be obtained from the Facilities Services Office located in the Facilities Services building (FST).

Signs or posters may not be placed on wood, glass, painted, plastered, or metal surfaces. Only thumbtacks may be used on bulletin boards. Staples are not permitted. Materials placed improperly will be removed by college personnel.

Child and Family Services
360-992-2393

Toddler and Preschool Childcare Services, Summer School-Age Program

The Child and Family Studies program is located at the north end of the Clark College main campus. Child care and early education services with family support options are available to Clark College students, faculty, staff, and the local community. Child care services are available for children twelve (12) months and walking through five (5) years of age. During the summer, services are available for children up to ten (10) years of age. Contact the program for more information or to arrange a tour. Services are available from 7:30 a.m. through 6:00 p.m. Monday – Friday.

Event Scheduling
360-992-2713

The hub of campus life is the Student Center in Gaiser Hall. This facility provides space for dances, concerts, dinner theater, lectures, and other college/community events. College rooms are available for small and large meetings of students, staff, and community groups. A use agreement will be sent to those contracting for college facilities outlining responsibilities and privileges. Space utilization cannot conflict with
regularly scheduled classes or activities, and space is assigned on a first-come, first-served basis. There is a charge for use of college facilities by off-campus groups. To arrange for the use of any college space, contact the Event Scheduling office.

**Student Life**

360-992-2441  
Facebook: Clark College Student Life  
Instagram & Twitter: clarkstudents  
Penguin Union Building 160  

The Office of Student Life coordinates programs, support services, and activities that enhance the educational experience of a diverse student population and fosters the intellectual and personal development of students on campus.

Student Life services and resources include:

- The Associated Students of Clark College (ASCC) Student Government;
- The Activities Programming Board (APB);
- 50-plus events and activities each year including Welcome Week, Involvement Fair, and Spring Thing – see our online events calendar for more information;
- Clubs, programs, committees, and other student involvement opportunities;
- Free coffee, Monday-Friday mornings;
- Quick-stop computer lab;
- Student-use kitchen, including refrigerator, microwave, toaster and hot water;
- FREE student planner;
- Free one-time legal consultation services;
- Discounted C-Tran bus passes;
- Discounted Fitness Center passes;
- Student-use lockers.

For more information on any of these services, contact the Office of Student Life, located in the Penguin Union Building, room 160, visit us online, or connect with us on social media.

**Student Clubs and Programs**


Clubs and programs provide students an opportunity to develop leadership skills, responsibility, and apply academic, vocational and/or personal learning through involvement on campus and in the community. With more than 50 clubs and programs to choose from, students are bound to find something to match their interests. Clubs and programs may have an educational, national, cultural, political, activity and/or religious focus.

**Student Government – Associated Students of Clark College (ASCC)**


Recognized by the Board of Trustees as the representative body of Clark College students, ASCC Student Government consists of seven-members that act as a liaison between students, faculty, staff, administration, and the community. They are charged with review and implementation of the ASCC Constitution and Bylaws, committee appointments, club promotion and approval, recruitment for student involvement, oversight of the Services and Activities (S&A) fees, and keeping students informed about legislative policies that directly affect them. All enrolled students are members of ASCC and are thus eligible to participate in events.

**Activities Programming Board (APB)**


With the motto, “We run the fun!” this five-member group is charged with the creation of a comprehensive events calendar to include awareness, cultural, educational, family, and social events for Clark students. Hosting 40+ events each year, including the annual Spring Thing event, it is easy to find an opportunity to relax, learn, and connect at Clark. To find out more about upcoming events visit our online events calendar.

**Student Publications**

**The Independent**

http://www.clarkcollegeindependent.com/ (https://clarkcollegeindependent.com/)

Working at The Independent offers students hands-on journalism experience. Working with one or more aspects of the newspaper (writing, editing, photography, layout, advertising, and business management) provides an introduction to the journalism profession as well as a means of earning credit. Some staff positions are paid. The Independent serves as a major communication link between students, student government, faculty, staff, and administration.

**Phoenix**

http://www.clark.edu/academics/programs/english/phoenix.php

Phoenix, Clark College’s literary and arts magazine, is funded by ASCC to encourage the creative efforts of Clark College students. All Clark College students registered in the immediate spring, summer, fall, or winter terms prior to publication may submit fiction, poetry, flat artwork and photographs of three-dimensional work. Under the direction of the faculty advisors from English and from Art, staff members practice budgeting, marketing, writing, editing, judging, and layout skills. Volunteer student staff members are welcome; some paid student staff positions exist.

**Computer Services**

**Computer Labs**

Students enrolled in credit classes may use the open computer lab facilities at Clark College. Students are required to use their college-supplied network account to access computer resources in the labs. Open computer labs are available at the following locations:

- Applied Arts AA4, Rm. 116
- Bauer Hall, Rm. 101 and Rm. 102
- Cannell Library, Rm. 100, Rm. 102, and Rm. 203
- Scarpelli Hall, Rm. 135 and Rm. 023
- Clark College at WSUV, Rm. 129
• Clark College at Columbia Tech Center, Rm. 212 and Rm. 219
• Pathways Center, TBG, Rm. 226

Wireless Network Access

Students may use personal computers and mobile devices to access the Internet and online services available through the Clark College website using the college wireless network. Wireless access is available in most college facilities. A network account is required to use the wireless network.

Computer Proficiency: A Statement to Students

Students at Clark College, in order to succeed here and in communities outside the college, need to be familiar with and capable of using computers and computer software. Both upper division college work and the requirements of the workplace demand such skills. Many Clark College faculty will require students to access class materials on the Internet, use a word processor, e-mail, and databases as part of regular course activities.

Students need to determine which computer skills are appropriate to their areas of study and take positive steps to acquire and use them early. To facilitate appropriate student access to computers and computer software, the college provides classrooms, labs, course work, and library access where students can learn about and use these tools.

Students should contact their instructors, the college library, the Office of Student Affairs, the Associated Students of Clark College (ASCC), the Pathways Center, or the Advising and Counseling offices to find out what computer resources are available and when they can be accessed. Advisors, counselors, and faculty can help students choose appropriate courses to help them achieve computer proficiency.

Counseling and Health Center

360-992-2614
chc@clark.edu

Located in the Health Sciences Building, the Counseling and Health Center supports student success by providing a range of professional counseling and medical services that are both affordable and conveniently available on campus. Counselors provide free, short-term, goal-focused counseling. They support students in self-development, goal-setting, and problem-solving to enhance student success. A Nurse Practitioner is also available to provide low-cost health services during limited hours. Services, pricing, and office hours are available at the website listed above. Over the counter medications, menstrual supplies, and safer-sex items are available free of charge.

Dental Hygiene Clinic

360-992-2158

High-quality dental care is provided at a reduced fee by students under the direct supervision of licensed dental hygienists and dentists. Adults or children, five (5) years of age or older, are selected for care based on the educational needs of the students. Services provided may include exams, x-rays, scaling and polishing, sealants, fillings, tooth whitening, diet analysis, and personalized preventive education. Free screenings are available by appointment.

Disability Support Services (DSS)

360-992-2314 – Voice 360-991-0901 – Video Phone
www.clark.edu/DSS (http://www.clark.edu/DSS/)

Clark College and the Disability Support Services (DSS) office assist students with disabilities in pursuing their educational goals. DSS will provide accommodations, as well as serve as a resource to the campus community in striving to make Clark College both an accessible and hospitable place for students with disabilities. We strive to create a welcoming environment for diverse students seeks disability accommodations.

Emergency Procedures

www.clark.edu/emergency (http://www.clark.edu/emergency/)

The College’s emergency procedures are displayed on posters in all classrooms and offices, as well as on the clark.edu (http://www.clark.edu/) website.

Depending on the type of incident, mass notification may be delivered via office and classroom phones, active computer screens, active Smart Classroom screens and interior loudspeakers. Additional notifications are also available to students and employees through text messages and email with a free subscription to RAVE (http://www.clark.edu/campus-life/student-support/computing_resources/ rave_emergency_notification_system.php). Emergency Building Coordinators are posted in every building to assist with emergency protocols.

Exercises (drills) will be conducted several times each year to ensure general preparedness. All members of the college community are expected to participate. When possible, advance notification of planned exercises will be circulated.

Fitness Center

360-992-2808

The Thompson Fitness Center, located in the O’Connell Sports Complex (OSC), is free to students currently enrolled in an HPE, fitness trainer or PE class. The following individuals are eligible to use the fitness center during open times for a term or annual usage fee, which is payable at the Cashier’s Office:

• Current full- and part-time Clark students;
• Clark employees, their spouses and children sixteen (16) years old and older;
• Penguin Athletic Club members, sixteen (16) years old and older;
• Alumni Association members, sixteen (16) years old and older.

Completion of fitness center basics, circuit fitness and/or weight training class is recommended before using the fitness center.

Food Service


The McClaskey Culinary Institute in Gaiser Hall (GHL) at Clark College Main Campus offers a variety of dining options:
• Retail Bakery offering coffee and specialty beverages as well as a large variety of baked goods prepared by students in the Professional Baking and Pastry Arts Program.
• The Restaurant opens for lunch during the term is run by second year students in the Cuisine Program.
• Multiple Kiosks where students in the Cuisine Program produce a variety of lunch options during the term.
• The Grill opens during the term and breaks, serving breakfast, burgers, sandwiches and more.
• Salad Bar, Soup, and Gran & Go and Beverages available year-round

At the McClaskey Culinary Institute, we strive to provide options for all diets and tastes in a welcoming environment conducive to studying or meeting with friends.

Health Insurance
http://www.clark.edu/campus-life/student-support/counseling/health_services/insurance.php

Information about how to obtain health coverage through the Washington Health Benefits Exchange and the Affordable Care Act can be found at the link above.

Health insurance is required for all international students, who are advised to discuss their health insurance options with the Office of International Programs.

Housing
Campus housing is not available. While the college does provide a housing referral bulletin board, located in central Gaiser Hall, it does not assume the responsibility for screening rentals.

Note: International Programs does work with international applicants to secure housing for them and to place them in one of the following options:

• An apartment building shared with domestic and international students from the International Air Academy (two- or four-bed apartments);
• An apartment with single or double rooms close to campus; or
• A host family arrangement.

Please contact International Programs for details.

Legal Consultation
360-992-2404

Student Legal Services is a contracted program funded by the Office of Student Life that provides free, one-time legal consultation to currently registered students. A local general-practice attorney provides multilingual legal counsel on family, criminal, and contract issues for students, as needed.

Thirty-minute consultation appointments are offered once a week through fall, winter and spring terms, and can be arranged through the Student Life office, located in PUB 160. Please call 360-992-2404 to schedule an appointment.

Library
360-992-2151

http://library.clark.edu/

Clark College Libraries provide resources to support the educational mission of Clark College. Located on the main campus, Cannell Library provides students, faculty, and staff with books, movies, and CDs. Cannell Library also has group study rooms and computer labs. Students attending classes at Columbia Tech Center can visit the Information Commons located on the second floor of the building in Room 219. Students are encouraged to ask librarians at either location for assistance using the wide range of in-print and online resources. Library faculty offer a variety of instruction sessions, research assistance, and workshops.

Through Summit, a partnership that combines the holdings of academic libraries in Washington, Oregon, and Idaho, students also have access to books, DVDs, videotapes, government documents, and more. Direct online borrowing and an efficient courier service allow students to obtain books quickly and easily.

From the Libraries’ website (library.clark.edu (http://library.clark.edu)), Clark College students, faculty, and staff have 24/7 online access to thousands of resources, including electronic books, full-text journals, and 78 electronic databases. Consult the Library website or call 360-992-2151 for hours of service and other library information.

MESA Program
360-992-2225
http://www.clark.edu/academics/programs/dept/mtsa/ (http://www.clark.edu/academics/programs/dept/mtsa/)

Mathematics, Engineering, science Achievement (MESA) offers academic and professional support services to qualifying students who intend to transfer to four (4) year universities in pursuit of science, technology, engineering and mathematics (STEM) majors. Our overriding aim is to diversify the STEM workforce by addressing the challenges undeserved students face in their educational and career development.

Resources available for students include: online orientation, career advising, transfer assistance, professional development & academic excellence workshops, and a study center (SBG 206/208).

You may be eligible for the MESA program if you meet any of the following:

• Are of the first generation in your family to attend college
• Are eligible for financial aid as determined by the FAFSA or WAFSA, work study, or are at least at or below the federal poverty level

Office of Diversity and Equity
360-992-2292

The function of the Office of Diversity and Equity is to support the goals of Clark’s Social Equity Plan. We assist in the accomplishment of these goals through serving as a resource on related issues, providing training and educational programs, inviting speakers and performers, and providing opportunities for individuals to feel connect with those who have felt disconnected in the past and with their community. The Office of Diversity and Equity is committed to serving systemically non-dominant communities as they navigate Clark College. We support Clark College’s goal of recruiting and retaining a diverse student body and workforce.
The Diversity Center is a welcoming and safe place for the entire Clark community (students, faculty, staff, and community members) to learn about and engage in conversations regarding diversity, inclusion, power, privilege, inequity, and social justice.

Parking and Traffic Rules
360-992-2133
http://www.clark.edu/about/governance/public-disclosure-and-records/adminProcedures/500/530/index.php

Traffic and parking regulations at the College are authorized by the Board of Trustees and codified under the Washington Administrative Code (132N-156 WAC). The enforcement of parking and traffic regulations is the responsibility of the Security/Safety Department.

Student parking on the Clark College campus is limited to open parking spaces. Open parking spaces are identified as lined spaces without any special labels. No permit is required to park in open parking. Restricted parking areas include faculty/staff (F/S) parking, visitor or metered parking, and disabled person parking. No one may park in these areas without the proper permit or other authorization.

Drivers of vehicles on campus shall obey all regulatory signs, including stop signs and directional arrows, and shall comply with directions of campus security officers in the control of traffic and parking.

Any violations of college parking and traffic rules and regulations may result in issuance of a monetary citation by the Security/Safety Department. Vehicle impounding, immobilization, or transcript hold may result if vehicles are parked improperly or if fines are not paid.

The Security/Safety Department works continually toward safe and effective parking lot use. Concerns, suggestions, and ideas for meeting the challenges of managing campus parking are always welcome. Students should contact the Security/Safety Department in Gaiser Hall for a complete copy of the Clark College Parking and Traffic Rules and Regulations, or for a copy of the Parking Survival Guide.

Public Transportation

Clark College is served by C-Tran, the Clark County Community Transit System (https://www.c-tran.com/), at the main campus, Clark College at WSU Vancouver, and Clark College at Columbia Tech Center. The Clark College main campus is currently served by three (3) bus lines which link the college to all parts of the city of Vancouver, Clark County, and to Portland, Oregon.

To encourage and enable transit ridership, the college funds and supports the BackPASS program. Through the BackPASS program, all registered Clark College students can purchase a BackPASS endorsement for their student identification cards. The BackPASS will afford the student unlimited access to C-Tran service in Clark County. Students may receive only one subsidized BackPASS per term. To facilitate use of the BackPASS, bus schedules, maps, and other transit information can be found in several locations. C-Tran regularly participates in student orientations and hosts information booths on the main campus.

Van service is now available at a reduced rate to students with disabilities. Check with C-Tran for more details by calling 360-695-8918 (voice) or 360-695-2760 (TTY).

Additional information about the BackPASS program can be obtained from the Security/Safety Department in Gaiser Hall.

Security/Safety Department
360-992-2133

The Clark College Security/Safety Department works to provide a safe and secure environment in which members of the college community can pursue their educational and professional goals. The Department is comprised of 25 full and part-time non-sworn officers and support staff. An officer can be reached on main campus 24 hours a day/7 days a week/365 days a year. The department is charged with protecting life and property, providing service and assisting students, staff, and community members. The Security/Safety Department strives to offer proactive protection services to the college community by stressing prevention above response, planning above reaction, education above enforcement, and service above all.

The Security/Safety Department can provide informational and directional assistance; aid to stranded motorists including jump starts and lockout service; security escorts across campus; crime prevention advice; and other general assistance to students, staff, faculty and guests of the college. The Security/Safety Department works cooperatively with the emergency response agencies (police, fire & EMS) in emergency, dangerous or volatile situations, and/or in criminal investigations.

The Department provides all information required by the Clery Act, which is published in an annual security report by October 1st of each year. For more information about the Annual Crime and Security Report please visit: http://www.clark.edu/campus-life/student-support/security/report.php

Student Ambassadors and the Campus Visit Program
360-992-2078

Student Ambassadors are current Clark College students who assist with the admissions and orientation process of starting at Clark. Student Ambassadors are also available to take you on a campus tour so you can begin to become familiar with campus. Taking a campus tour with a current student is a great way to hear the student perspective of being at Clark.

Student Discounts

A list of merchants that offer discounts can be found at the Security/Information Office in Gaiser Hall.

Student ID Cards

Annual Clark College student photo ID cards can be purchased in the Clark College Bookstore, Gaiser Hall, for a minimal fee. Current registration and valid photo ID are required to obtain a Clark College student ID (being on wait list is not considered registered). ID cards are not required by the College but do provide free or discounted admission to College events and may qualify for student discounts offered by many local businesses.
Tutoring Services

Tutoring is designed to provide individualized attention that supports student learning and academic success. Our friendly, supportive, and encouraging tutors assist with most English, math, science, and general education classes offered at Clark College. Tutors will also help students develop skills and confidence to become stronger, more independent learners. Students who come in for tutoring may also access computers, software, handouts, reference materials, and other resources.

Tutoring services are FREE to all registered Clark College students.

Transitional Studies Tutoring Center
360-992-2750
Located in the T Building, room 228. The Transitional Studies Tutoring Center supports CAP and ESL students with tutoring and computer-based learning. One-on-one and small-group tutoring are available for adults learning English as a second language, as well as for native English speakers who want to improve basic reading, writing, and math skills.

Language & Writing Center
360-992-2253
Located in Hawkins Hall, room 102. Writing tutors are available to help students with all types of writing—essay assignments, journals, research papers, resumes, scholarship essays, and more. Assistance is available at all stages of the writing process, from generating ideas to reviewing completed drafts. Although tutors do not edit or proofread, they will help students determine what their tendencies are concerning grammar errors, explain general concepts, and offer strategies that can lead to more effective writing.

Language students can meet with a tutor for conversation practice and help with written and oral assignments in English and world languages offered at Clark. All services are available on a drop-in or appointment basis.

Science, Technology, Engineering, & Math Center
360-992-2694
Located in Bauer Hall, room 101/102. Tutors provide assistance with most levels of math, chemistry, engineering, physics, biology, and other STEM subjects. Help is available on a drop-in or appointment basis.

Accounting & Business Center
360-992-2445
Located in Applied Arts 4 (AA4), room 106. Tutoring assistance is available for all levels of accounting and for most business and economics courses. Help is available on a drop-in basis.

Online Tutoring

Online assistance is available for currently enrolled Clark students. Using the online Writing Lab, students can upload a draft of their paper and receive written feedback, usually within 24-72 hours. Tutors are also available to assist via Live Chat (synchronous) or eQuestions (asynchronous) in various subjects, including physics, chemistry, biology, math, calculus, statistics, Spanish, accounting, and more.

For eTutoring access and login directions, go to the eTutoring webpage (http://www.clark.edu/campus-life/student-support/tutoring/etutoring.php). Canvas course shells may also include an eTutoring link in the navigation panel on the left of the screen.

Veterans Resource Center
360-992-2073
vetresources@clark.edu

Located in Penguin Union Building, room 015, the Veterans Resource Center is available to help veterans and their dependents connect with the resources and networks of support available to them at Clark College and in the local community. We provide a welcoming staff, mentoring from student veterans, and tools to succeed academically and personally. The VRC also provides a math tutor, computer stations, printers, TV, and a comfortable environment to relax. Veterans are encouraged to visit the center to receive information and assistance regarding:

- Benefit Applications and Procedures
- GI Bill® Certification
- Veterans Advocacy
- Community Support
- Transition Services
- Campus & Community Resources
- Specialized Programs and Workshops
- Veterans Club

Clark College does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities, or in making decisions regarding the award of student financial assistance.

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

The Credential Evaluations Department provides assistance for students seeking an evaluation of their progress towards completion. Evaluators will review and evaluate official transcripts sent to Clark College, process applications for program completion, and respond to Academic Credit for Prior Learning inquiries. For more detailed information about what Credential Evaluations is responsible for, please visit http://www.clark.edu/enroll/advising-services/credential-evaluation/index.php or call 360-992-2805.

Credential Evaluation Policies

Academic Standards Petition

Students who believe an error has been made, or who would like to request an exception to the established degree requirements should contact the Credential Evaluations Office to inquire about an Academic Standards Petition.

Catalog Lifespan

Students may complete their degree(s) or certificate(s) under the requirements set forth in any catalog issued during their attendance at Clark College. However, no catalog will be valid for more than four (4) years. Any student not in attendance at Clark College for two (2) or more calendar years is required to complete the program requirements of the catalog in effect at the time of their re-entry to the college.

Diplomas

Diplomas will be mailed 6-8 weeks following the completion of a student’s degree or certificate requirements. Diplomas that are lost or misplaced may not be available for reprint. Contact the Credential Evaluations Office for more information.

Graduation Application Deadlines

Students must submit a graduation application in order to be awarded a degree or certificate upon the fulfillment of the completion requirements. Students are encouraged to submit the graduation application one term before they plan to complete all of their requirements.

The priority processing deadline for graduation applications is the tenth (10th) day of the term in which the student plans to finish degree or certificate requirements; applications will be processed in the order received and the degree or certificate will be awarded in the term of completion.

Graduation applications received after the priority deadline and through the last day of the term will be accepted; applications received during this non-priority period will be processed in the order that they were received. Applications received after the last day of the term may be moved to the next term.

Academic Credit for Prior Learning

Have you dreamed of completing a degree you started long ago? Is it overwhelming to consider beginning or returning to school after being out of the educational system for several years? The process may not be as difficult as you may think!

Academic Credit for Prior Learning, as defined by the Washington State Legislature, is the “knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.” (RCW 28B.77.230).

Legislation passed by the state of Washington requires Clark College to collaborate with the State Board of Community and Technical Colleges in supporting the state goals for credit for prior learning. Clark College is committed to fostering an educated and skilled workforce, which is essential for economic prosperity and meaningful work for the citizens in Clark’s service area. Further, Clark College is dedicated to awarding credit for applicable learning experiences that can help more students complete their training and degree programs sooner by evaluating an individuals existing knowledge and competencies for college credit.

Students may be assessed through various processes that will determine the degree to which you have met the learning outcomes of the content in question. This could be a test, written assessment, oral interview, project, performance, or another appropriate method by which the faculty member determines your understanding of the subject matter. No more than forty-five (45) credits of Academic Credit for Prior Learning can be applied to the Associate of Arts, Associate in Science Tracks 1 & 2, and Bachelor of Applied Science Degrees.

Clark College, in accordance with the State Board for Community and Technical College guidelines, recognize four categories of Academic Credit for Prior Learning:

Credit by Testing

Standardized exams provide credit opportunities to students who have already acquired specific knowledge and skills that they would otherwise be acquiring in a college course. This category will be noted on transcripts as awarded for prior learning and includes Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and Cambridge “A” Level Exam.

College Level Examination Program (CLEP)

Clark College awards credit for successful CLEP examinations. An up-to-date list of subjects and required scores can be found on www.clark.edu/enroll/credential-evaluation/clep.php. To be considered for credit, a student must pass the examination with the equivalent of a “C” or better grade. The transcript will reflect the credit granted by listing the equivalent course number, title, and credits. Not all institutions accept CLEP credits. Students intending to transfer to another institution should contact the transfer institution for information on their CLEP policy.

Procedure for Requesting CLEP Credits

Students should have an official copy of their CLEP scores sent to:

Clark College
Attn: Enrollment Services/GHL128
1933 Fort Vancouver Way
Vancouver, WA 98663

Once scores are received and reviewed, an email will be sent to the student at the Clark College student email address regarding the credits to be awarded. CLEP credits are posted to the transcript at the end of the term in which the scores were submitted as long as the student is enrolled in that term.

Where to Get CLEP Scores

CLEP Transcript Service
PO Box 6600
Princeton, NJ 08541-6600
Phone: 1-800-257-9558
Course Challenges
Students who believe that previous experience has provided them with the competencies essential for passing a course may request to challenge that course. Faculty or departments will create these assessments. The assessments can be written, oral, practical demonstration, or some combination thereof. A course challenge process may be used when:

1. There is a specific Clark College course for which the student believes that the learning outcomes can be met, and
2. The course can be challenged (some courses may not be challengeable).

Students wishing to challenge a course may not be currently enrolled in the course they wish to challenge, nor may students challenge courses if they have completed a course with a higher degree of difficulty. Courses that have been successfully challenged will be appear on the student’s transcript with an “S” grade. There will be no transcript entry for an unsuccessful challenge. The successful challenge will appear on the student’s transcript within the term earned and does not count toward the Clark College residency requirement. Students should check with the Credentials and Evaluation Office for the current application process and course challenge fees.

Extra-institutional Learning
This category assesses the knowledge and skills acquired outside the institution, and is objectively verified through third-party certifications, industry-recognized testing/training, and crosswalks. Credit may be awarded for documented experiential learning outside the college upon the recommendation of appropriately qualified teaching faculty. This category also includes Joint Services Transcripts and American Council on Education (ACE).

Military Experience
360-992-2711
Students can receive academic credits for experience and knowledge gained through military participation. Credits will be conferred based on ACE credit recommendations, in consultation with academic departments. Military credit for military experience will be limited to twenty-five (25) percent of total credits required for degree/certificate completion. Students should consult the Veterans Affairs Department to discuss applying military credits to their degree plan. The Credential Evaluations Department will evaluate all incoming military credits upon receipt.

Clark College meets the requirements of RCW 28B.10.057 by awarding academic credit for military training. The academic credit awarded for prior military training is granted only for training that is applicable to the student’s degree or certificate requirements. The individual must be enrolled in Clark College and have successfully completed any military training course or program as part of the military service that is:

• Recommended for credit by a national higher education association that provides credit recommendations for military training programs;
• Included in the individual’s military transcript issued by any branch of the armed services;
• Documented military training or experience that is substantially equivalent to any course or program offered by the institution of higher education.

Clark College enrolled students who are veterans of any branch of the United States armed services who wish to receive transfer credit must provide an official Joint Services Transcript (JST) through the armed services in which he/she served, from the Community College of the Air Force or any other college/university attended. Upon receipt of the official transcript the following actions will occur:

• Within ten (10) business days of transcript receipt, the Credentials Evaluations Office will evaluate the transcript for reading, English, and mathematics placement and any academic (general education) credits earned, posting to the student record as applicable.
• Technical classes that require more review to determine a direct equivalency will be forwarded to appropriate program faculty along with the course description and the accompanying ACE (American Council on Education) course recommendation.
• Military credit recommendations that are direct equivalents to Clark course offerings may be articulated to that specific course. If direct course equivalents do not exist, elective credit (non-direct equivalent) will be awarded when possible. Both direct and non-direct equivalents must be applicable toward the veteran’s program of study.
• The Credentials Evaluations Office will post the credit to the student record and then notify the student of credits accepted with directions on how to access their Degree Audit so they may view credit applicability to their program of study.
• In the case of a change of program, the veteran must notify the Credential Evaluations Office so the transfer credit may be re-evaluated and applied to the student record as applicable.
• Per the Veteran’s Administration, all veteran student transfer credit must be evaluated within two (2) terms of program start. After the third term, if the student does not submit all transcripts, he/she may be decertified for the use of VA education benefits.
• Veteran students using education benefits are not permitted to opt out of transfer credit evaluation.

Military credit will not be granted for:

• Non-credit courses and workshops;
• Remedial or college preparatory courses;
• Sectarian religious studies.

Prior Experiential Learning
This includes the skills, knowledge, and attitudes gained through non-formal (mainly work-based) and informal (life-experience) means. Prior experiential learning is assessed through portfolio development and review. Academic credits awarded for this category must not exceed twenty-five (25) percent of the credits needed for a degree.

For more detailed information on Academic Credit for Prior Learning please contact 360-992-2805.

Graduation Ceremony
Participation in Commencement Ceremonies
The June Commencement ceremony is for those students who have completed or plan to complete their degree or certificate during the current academic year. Participation is not required. Candidates must file their graduation application and cap and gown order by the appropriate deadline to be eligible. Ceremony participation does not guarantee degree completion. Students completing their degree in the 2019 summer term may participate in Commencement of the previous academic year.
**Caps & Gowns**

Only students who submit a Cap and Gown Order Form and Graduation Application will be allowed to participate in the Commencement ceremony. The Cap and Gown Order Form is available in the Advising Department and is given to students once they have submitted the graduation (program completion) application. The Cap and Gown Order Form deadline for submission will be published on the website. There is a fee for caps and gowns; please refer to the order form for current pricing. If you have received honors, honors regalia will be available in the bookstore at the time you pick up your cap and gown packet. Students who have submitted the Cap and Gown Order Form will receive detailed information in May regarding the process for ceremony participation and cap and gown disbursement.

**Transfer Credit**

**Transfer Institution Accreditation Requirements**

Clark College accepts credits from approved accredited institutions of higher education. Recognized accrediting bodies are as follows:

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

**Domestic Institution Transfer Policy**

Students who have attended other recognized accredited institutions of higher education may choose to transfer credit to Clark College to meet course prerequisites and degree requirements. All coursework, including courses earned as part of prior degrees, will be evaluated on a course-by-course basis for transferability to Clark College. The Credential Evaluations Office will review the content of each course transferred and determine the appropriate course equivalency.

Official copies of transcripts are required for evaluation. Transcripts are considered official if issued directly from the prior institution or delivered in the original sealed envelope. Course descriptions and/or syllabi may be required to complete evaluations in some instances. It is the student's responsibility to request course and catalog information from an outside institution and provide them to Clark College. Once transcripts from other institutions are received, they become part of a student’s permanent educational record and cannot be released by Clark College.

Although there is no limit on the number of credits that can transfer into the college, students must meet the Academic Residency requirements for their program. Dental Hygiene and Nursing students MUST provide all transfer institution transcripts during the application process.

**International Institution Transfer Policy**

Students with credits from international institutions of education may submit their academic records for credit consideration. The amount of credit awarded will vary, based on the individual record of the student. Clark College does not recognize English coursework completed in countries outside of the United States, with the exception of Australia, Canada (except Quebec province), Ireland, New Zealand, and the United Kingdom.

Clark College requires translation and evaluation of the student’s academic record from an agency that is a member of the National Association of Credential Evaluation Services. A current list of members is available online at www.naces.org (http://www.naces.org). The costs of agency services are the responsibility of the student.

**Distribution Reciprocity**

The Washington State Community and Technical College Inter-College Reciprocity Policy (Distribution Reciprocity) provides guidelines for transfer credit treatment among the Washington state community colleges. If a student transfers an individual course that meets a Communication Skills, Quantitative Skills, or Distribution Requirement at the sending college for a specific transfer degree, that course is considered to have met that requirement at the receiving college for a similar transfer degree, even if this course does not have an exact equivalent. The receiving institution will accept a specific course’s distribution area for a transfer degree if that student:

1. Has met the sending institution's residency credit and meets the receiving institution's policy on continuous enrollment (enrollment pattern needed to complete under the catalog at entrance).
2. Has met the entire Communication Skills, Quantitative Skills, or Distribution Requirement of a transfer degree, according to the sending institution's degree criteria.
3. Has maintained a cumulative college-level grade-point average (GPA) of 2.0 or better at the sending institution.

Students who believe they may qualify for the Distribution Reciprocity agreement should contact the Credential Evaluations Office.
ENROLLMENT SERVICES
360-992-2107

Our Welcome Center is your first step whether you are a new, transfer, or returning student. We provide information on how to become a student at Clark College. Our services include assistance with admissions procedures, residency information, campus tours, student orientation, and referral to other services and programs.

All students intending to enroll at Clark College are required to submit an application for admission. Application for admission is available on the Clark College website at www.clark.edu/quickstep (http://www.clark.edu/enroll/admissions/apply.php).

Clark College admits anyone who is eighteen (18) years of age or a graduate of an accredited high school or the equivalent. Students who are (16) years of age or older may enroll in summer term. Applicants who are under the age of eighteen (18) and without a high school diploma or equivalent may be considered for admission. Refer to the Exception to Admission (Underage Policy) section for further details. Admission to the college does not guarantee admission to a specific area of study. Some programs require additional applications and are limited or competitive-entry programs. See additional information under Health Occupations Programs.

Residency classifications for the purpose of tuition rates are determined by the length of time a student has been permanently living in the state of Washington. Please refer to the Residency Classifications section for detailed information.

New Student Admission
Students with no previous college experience must complete an admissions application. New students are also required to meet with an advisor before they may register for classes. Prior to meeting with an advisor, please have your placement documentation submitted or with you at the time of your appointment. For more information please visit website at www.clark.edu/enroll/advising-services/index.php (http://www.clark.edu/enroll/advising-services/)

Transfer Student Admission
Students transferring from other colleges are required to submit an admissions application. Transfer students are required to meet with an advisor before they may register for classes.

If a student intends to use previously earned credits toward a program at Clark College, an official transcript of their college records must be sent to Enrollment Services at the time of application for admission. Students may use previous coursework or course placement to meet the prerequisite for English and or Mathematics. Please visit www.clark.edu/assessment (http://www.clark.edu/enroll/admissions/assessment/) for additional information. All admission materials become the property of the college and will not be returned to the student or forwarded to another institution.

Transfer credits are usually accepted by Clark College if such credits were earned at an institution accredited by a regional association recognized by the Council on Post-secondary Accreditation. Students should refer to Section B of this catalog for information about non-traditional credits and the process for transcript evaluation.

Returning Student Admission
Students who are returning to Clark College after an absence of four (4) or more terms must provide an updated application for admission prior to registration. Returning students are required to meet with an advisor before they may register for classes.

If a student has attended another college since their last enrollment at Clark College and wants to apply those credits to a Clark College program, an official transcript must be sent to Enrollment Services. All admission materials become the property of the college and will not be returned to the student or forwarded to another institution.

Running Start Admission
360-992-2366

The Running Start program has its own set of admission policies and procedures. Please refer to www.clark.edu/runningstart (http://www.clark.edu/enroll/admissions/running_start/) for more information.

International Student Admission
360-992-2390

Clark College accepts qualified international students from around the world who wish to study in the U.S. using an F-1 student visa. To be eligible for admission, applicants must submit the international student application form, application fee, and supplemental documents.

International student admission information can be found on the International Programs web page: www.clark.edu/international (http://www.clark.edu/international/).

Applicants must submit financial documentation with their application to prove that sufficient funds are available for their first year of study. Resources must cover cost of tuition, fees, books, medical insurance, living expenses, and transportation. Medical insurance while in the U.S. is mandatory and will be added to the student’s bill each term.

Exception to Admission (Underage Policy)
Clark College admits anyone who is at least 18 years of age, who is a graduate of an accredited high school or the equivalent, is a participant in Running Start, or participant in other approved programs designed for age-specific groups. Exceptions to this policy may be granted by the college for special consideration of underage individuals not participating in one of the above-mentioned programs. The college reserves the ultimate right to determine admission to the college and/or to enroll in certain classes.

Residency Classifications
www.clark.edu/enroll/admissions/admission_forms.php (http://www.clark.edu/enroll/admissions/admission_forms.php)

To qualify for any of the residency classifications listed below, students must be U.S. citizens, resident aliens, refugees, or non-immigrant aliens with visa classifications of A, E, G, H, I, K, or L.

Residency Classification Definitions
• Washington In-State Resident: A person who meets the qualifications of citizenship, has been living in the state of Washington for a minimum of 12 months prior to the beginning of the term, and has
taken actions to declare Washington as their state of permanent residence.

- Washington Non-Resident Waiver: A person who meets the qualifications of citizenship and who has been living in the state of Washington for more than one day prior to the beginning of the term.
- Non-Resident: A person who resides outside of the state of Washington and does not qualify for the Oregon Border Waiver; a person who does not submit the required documents for the Washington Residency Reclassification Application, Washington Non-Resident Waiver, Oregon Border Waiver or Oregon Border Opportunity Waiver.
- Non-Resident Refugee: A person who holds Refugee-Parolee status and has established a domicile in Washington before the first day of the term.
- Non-Citizen: A person who does not meet the qualifications of citizenship, regardless of their length of time domiciled in the state of Washington.
- Oregon Border Waiver: A person who meets the qualifications of citizenship and who has been living in one of the 13 qualifying Oregon border counties for a minimum of 90 days prior to the beginning of the term.
- Oregon Border Opportunity Waiver (HB1474): A person who meets the qualifications of citizenship, was living in a qualifying Oregon border county for at least 90 days immediately prior to moving to Washington state, has been living in Washington for less than 12 months, and has taken all steps to declare Washington as their state of permanent residence.

### Applying for Residency Reclassification

Students are granted residency classification based on the information provided on the initial admissions application. The student is responsible for submitting the appropriate application and supporting documentation to have residency reviewed for a reclassification to a new category. Applicants who are not U.S. citizens are required to submit a copy of their permanent resident card or I-94 for reclassification consideration. All residency reclassification requests and documentation are accepted until the 30th calendar day of the term. The college has ten (10) business days to review a completed application before making a decision on the reclassification request. If the application is approved, adjustments to the tuition will be applied to the term for which the reclassification was submitted. If the application materials are incomplete or received after the 30th calendar date of the term, the request will be reviewed for the following term. Residency changes are not retroactive.

Supporting documentation is defined in two categories: proof of physical presence and proof of intent to remain in the state of Washington. Students applying for reclassification will be asked to provide these documents as part of their application materials. Acceptable types of documents are listed below.

- **Proof of Physical Presence (one document required, showing at least 12 months)**
  - Copy of mortgage closing statement for the home in which the student resides;
  - Copy of a rental/lease agreement for the home in which the student resides; or
  - Copy of rental receipts or mortgage payment receipts for the home in which the student resides.
  - Proof of Intent to Remain (three documents required, each showing at least 12 months)
    - Valid Washington driver’s license;
    - Valid Washington voter registration;
    - Valid Washington vehicle registration (not title);
    - Proof of permanent full-time employment; or
    - Verification of checking, savings or safe deposit box accounts located at a bank in Washington.

* Note that the Oregon Border Opportunity Waiver also requires proof of Oregon border county residency in addition to the documents listed above. The Washington Non-Resident Waiver requires one piece of documentation from the list above, while the Oregon Border Waiver requires one piece of documentation from the list above from Oregon rather than from Washington. For additional details, refer to the directions on the application forms.

The forms are available online at [http://www.clark.edu/enroll/admissions/admission_forms.php](http://www.clark.edu/enroll/admissions/admission_forms.php) or visit Enrollment Services in Gaiser Hall room 128.

- Washington Residency Reclassification Form: Used to apply for in-state status by those who did not reside in Washington State for at least 12 months prior to enrolling at Clark College.
- Border County Opportunity Application HB1474: Used to apply for in-state status by those who qualify under the Oregon Border Opportunity Waiver guidelines.
- Washington Non-Resident Waiver: Used to apply for the waiver by those who originally applied for admissions with a non-Washington state address and who have since moved to Washington and established a residency.
- Oregon Border Waiver: Used to apply for the waiver by those who are residing in a qualifying Oregon border county.

Washington residency is governed by RCW.28B-15, RCW 46.16.028, RCW 46.20.021, WAC 250-18, and WAC 208-104-006. Contact Enrollment Services at 360-992-2107 with any questions regarding your residency status or how to apply for a reclassification. You can also visit Enrollment Services in Gaiser Hall room 128.

### HB 1079 (Undocumented Person) Waiver

Effective July 25, 2021, Washington state law (HB1079) was changed to qualify certain students who are not permanent residents or citizens of the United States as eligible to pay resident tuition rates. To qualify, students must complete an affidavit declaring they have:

- Earn a high school diploma, GED, or diploma equivalent from anywhere in the United States before their first term at the college determining residency.
- Live in Washington for at least 12 consecutive months immediately before their first term at the college determining residency.
- Sign an affidavit saying they meet the above requirements. Students who are not a US citizen, national, or permanent resident will also commit to applying for U.S. permanent residency when eligible. (This requirement has not changed.)
Active Duty Military
Active duty military stationed in the state of Washington, as well as their spouses and dependents, qualify as residents for tuition purposes. At the time spouses or dependent family members apply for admission, documentation such as a copy of the military ID card or other appropriate documents must be presented.

Washington National Guard
Washington National Guard members, as well as their spouses and dependents, qualify for resident tuition as long as they are domiciled in Washington.

Veterans Tuition Exemption
Contact the Veterans Affairs Resource Center at 360-992-2112 for information regarding eligibility criteria for the Veterans Tuition Waiver. You must provide the original or certified copy of form DD214.

Tuition Waivers
Most tuition waiver guidelines and charges are set by the Washington state legislature and may change on an annual basis. Those eligible for waivers are listed below, under the departments that serve them.

 • Enrollment Services
   • Classified state employee or Washington Public Higher Education employee
   • Senior Waiver
   • Children of deceased law enforcement officer or firefighter
   • Children and spouse of totally disabled, or POW/MIA, or deceased eligible veterans, or National Guard members
   • Native American Waiver
   • Washington Non-Resident Waiver
   • Oregon Border County Waiver
   • Non-Resident Refugee Waiver
   • Apprentice
   • Vocational 18+ credits
   • Dislocated forest products workers or their unemployed spouses
   • Wrongfully convicted individual, their children and stepchildren
   • Running Start
 • High School Completion Office
   • High school completion
 • Veterans Resource Center
   • Military personnel
 • Running Start Office
   • Running Start

Course Placement
360-992-2588

Course placement is an important step toward student success. Prior to accessing placement services, students must complete an application for admission. Many courses at Clark College have placement prerequisites for English and Mathematics ability. The course that students place into determines how they progress through their program of study and how long their degree will take. We have a variety of ways to assess skills, and one method may not work for all. Visit www.clark.edu/assessment (http://www.clark.edu/enroll/admissions/assessment/) for more information on available placement and retesting options.

Distance Learning Proctoring
The Assessment Center provides proctoring services for students taking distance learning or correspondence courses. There is a fee for this service. Contact the Assessment Center at 360-992-2588 to discuss available proctoring options or visit http://www.clark.edu/enroll/admissions/assessment/proctoring.php to download a proctor request form.

High School+
360-992-2741

Begun in 2015, High School+ is a program that helps students 21 years or older earn their high school diplomas in a more timely and convenient way than was previously available. The High School+ curriculum combines basic skills coursework with more rigorous academic education and training so that students can upgrade their skills while working toward a high school credential. The coursework is listed in the schedule as College and Academic Preparation (CAP). CAP is designed both to help students earn their high school diploma and/or prepare for the GED exam. In addition, the coursework can help students who have already completed high school or the GED but who need to improve their academic skills before entering into their program of study at Clark College.

Adults interested in participating in the High School+ program will need to apply for admission, submit their official high school transcripts, take the CASAS test, and meet with the High School Completion Advisor prior to beginning their classes. While adults aged 19 and older are welcome to enroll in the program, diplomas will be issued only to adults aged 21 and over.

General Educational Development (GED®) Testing
Clark College is an official General Educational Development (GED) testing site. The GED® tests provide a high school credential to adults who have not graduated from a traditional high school. Participants in GED testing may go on to further their education at Clark College following the examination process or can participate in traditional college classes while completing the GED tests.

The GED test is designed for adults who are 19 years old or older and who have not received a traditional high school diploma. Examinees who are 16 to 18 years old and wish to take the GED test must provide a high school release form from the school district in which they live.

The GED examinations are given in the following four (4) subject areas:

 • Social Studies
 • Science
 • Mathematics
 • Language Arts

Successful completion of each of these examinations leads to the issuance of a GED certificate.

The GED test is now offered in a computer-based format. In order to begin the process of obtaining a GED, participants may register online at www.GED.com (https://catalog.clark.edu/enrollment-aid-college-life/)
enrollment-services/www.GED.com). The GED test must still be taken in person at an official GED testing center. Examinees under the age of 19 must provide a high school release form to the Assessment Center, located in Gaiser Hall, room 128, to enable the online scheduling feature.

GED preparation classes are available through Clark College. Contact 360-992-2588 for further information.
eLearning

eLearning@clark.edu (learning@clark.edu)
http://www.clark.edu/academics/eLearning/index.php

What is eLearning?
eLearning at Clark College provides alternative options to students that give them the opportunity to attend classes beyond the traditional on-campus experience.

Clark College has dedicated a number of resources to ensuring exceptional Universal Design for Learning practices and proactively attending to accessibility concerns.

What Types of Classes are Offered?
eLearning classes are offered in the following formats: online, hybrid, and weekend hybrid. To learn more about eLearning class formats, please go to What is eLearning page (http://www.clark.edu/academics/eLearning/whatis.php). General class descriptions are as follows:

• Online – A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online.
• Hybrid – A course that displaces some, but not all face-to-face class time with web-based tools.
• Web Enhanced – A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

For more information regarding these programs, please contact the Advising department.

Students registering for web-enhanced, hybrid, or online courses can get help preparing by visiting the following pages:

• Is eLearning Right for Me? (http://www.clark.edu/academics/eLearning/self_assess.php)
• eLearning Programs (http://www.clark.edu/academics/eLearning/programs/)
• Canvas Orientations (http://www.clark.edu/academics/eLearning/student_orientation.php)

The Smarter Measure test is recommended for help with assessing technology skills and learning styles. Here is a link: Welcome to Clark SmarterMeasure! (http://www.clark.edu/Library/Tech/smartermeasure_info.php)

What Types of Programs are Offered?
Through the eLearning class formats, students have several options to complete a degree through Clark College eLearning:

1. Associate in Arts General Transfer degree (AADTA): In a combination of formats including online, hybrid, and weekend hybrid.
2. Business Administration DTA/MRP: In a combination of formats including online, hybrid, and weekend hybrid.

How Do I Start an eLearning Class?
eLearning classes follow the same college policies and procedures as face-to-face classes; therefore, they have the same start and end dates, unless otherwise noted. This means students are expected to log into the Learning Management System (LMS) the first day of the term for class instruction.

Please visit the eLearning Getting Started page (http://www.clark.edu/academics/eLearning/begin.php) for information about starting an eLearning class.

Technical Requirements and Support
To see if you have appropriate technology for eLearning courses go to the Technical Requirements page (http://www.clark.edu/academics/eLearning/tech_reqs.php).

Technical support is available through the TechHub for:

• LMS login and troubleshooting;
• Computer lab and student wireless login and troubleshooting;
• Mobile device connectivity;
• Course-specific software and e-books;
• eTutoring login;
• Online student services;
• Computer usage and troubleshooting;
• Student Gmail.

For further information about TechHub, please visit their website (http://www.clark.edu/campus-life/student-support/computing_resources/techhub/).
FINANCIAL AID

360-992-2153

http://www.clark.edu/enroll/paying-for-college/financial-aid/index.php

The Financial Aid Office helps improve college affordability for students by expanding access to and information about financial resources.

Financial Aid Eligibility

In general, students must meet the following criteria to qualify for financial aid:

- Demonstrate financial need as determined by the Department of Education through completing the FAFSA
- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be admitted to Clark College as a regular student in an eligible degree or certificate program.
- Not be in default on a federal loan or owe an overpayment on a federal grant.
- For state aid, not owe a repayment of a state grant or loan.
- Have a high school diploma or GED.
- Students without a high school diploma or GED may qualify through Ability to Benefit.
- Meet satisfactory academic progress.
- Agree to use federal student aid only for educational purposes.

Types of Financial Aid Available

Financial aid includes grants, tuition waivers, work study, and student loans. Funds are awarded according to the Clark College Financial Aid Packaging Policy. The financial aid programs available to students at Clark College include:

- Federal Pell Grant: Awarded based on financial need. Students may receive the Pell Grant for a maximum of four (4) full-time (12 credits or more) terms per academic year. The grant is prorated for less than full-time enrollment. Eligibility is limited to a lifetime maximum of 18 full-time terms.
- Federal Supplemental Educational Opportunity Grant: Awarded based on financial need. The grant is available to students enrolled in six (6) credits or more per term.
- Washington College Grant: Awarded to eligible Washington State residents up to the cost of tuition. The grant is prorated for less than full-time enrollment and students must be in a minimum of three (3) credits. Information is available online at www.wsac.wa.gov (http://www.wsac.wa.gov/).
- College Bound Scholarship: Awarded in combination with other state financial aid to cover the average cost of tuition, fees, and a partial book allowance. The scholarship is available to students who sign up in the seventh or eighth grade and meet specific eligibility requirements and students must be in a minimum of three (3) credits. Information is available online at www.wsac.wa.gov (http://www.wsac.wa.gov/).
- Clark College Grants and Waivers: Clark College reserves a percentage of tuition revenue and offers these funds to Washington State resident students in the form of institutional grants and tuition waivers. Clark College offers the following institutional grants and waivers:
  - Clark College Grants and Need-Based Tuition Waiver: May only be awarded to reduce the cost of tuition, and cannot be applied toward fees or disbursed directly to the student. Student athletes receiving an Athletic Tuition Waiver are not eligible to receive this additional waiver.
  - Clark College Non-Need Based Tuition Waiver: May only be awarded to reduce the cost of tuition, and cannot be applied toward fees or disbursed directly to the student.
- Federal and State Work Study: Awarded to Washington State residents based on financial need. Funds are earned through employment on and off campus. Students must be enrolled in six (6) or more credits per term.
- Federal Direct Loans: Federal Direct loans are borrowed funds that students must repay with interest. A federal student loan allows students to borrow money to help pay for college through loan programs supported by the federal government. They have low interest rates and offer flexible repayment terms, benefits, and options. All students must first complete the Free Application for Federal Student Aid (FAFSA). Students who are eligible for a loan, will have an offer included in their award letter.
  - Students who are first time borrowers are limited on the maximum period of time they can receive subsidized loans. Eligibility is limited to 150% of the length of the student’s program of study. Additional information about subsidized loan limitations is available at http://www.clark.edu/enroll/paying-for-college/loans/index.php (http://www.clark.edu/enroll/paying-for-college/loans/)
  - New students borrowing a loan for the first time receive their first loan disbursement on the 31st day of the term. If the disbursement date falls on a weekend or holiday, the disbursement will be available on the following business day.
  - All students borrowing a loan for a single quarter will receive their disbursements in two installments. The first disbursement will be on the 1st day of the term and the second at the mid-point of the term. If the disbursement dates fall on a weekend or holiday, the disbursement will be available on the following business day.

Application Process

The annual application process begins by completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov (https://fafsa.ed.gov/). The FAFSA is available starting October 1. Completing the FAFSA is the first step of the application process. Additional documents may be requested by the Financial Aid Office. If additional information is needed, students will be contacted by student email. A student’s financial aid file is considered complete and ready for processing when all requested documents are received by the Financial Aid Office.
WASHINGTON APPLICATION FOR STATE
FINANCIAL AID (WASFA)

Eligibility for Washington State financial aid has been expanded to include students who are ineligible for federal financial aid due to immigration status. DREAMers should complete the WASFA online at www.readysetgrad.org/WASFA (http://www.readysetgrad.org/WASFA/). Students who qualify may be eligible for state grant aid and work study.

FINANCIAL AID AWARDS AND REFUNDS

The Clark College Financial Aid Office processes the student's financial aid file and determines eligibility for grants, work study, and loans. Students are notified of their eligibility with an award letter sent to the students preferred email account. All grants and tuition waivers included on the award letter are based on full-time (12 credits or more) enrollment. Grants and tuition waivers are prorated down prior to the start of the term for less than full-time enrollment. Loans and work study included on the award letter are offers and require additional application steps.

All financial aid awards are automatically applied toward tuition and fees. If the financial aid award is not sufficient to pay tuition and fees in full, the student is responsible for the remaining balance. If the financial aid award exceeds the cost of tuition and fees, the student will receive a refund. With the exception of summer term, financial aid refunds are generally issued one (1) to two (2) business days before the start of the term. To avoid delays in financial aid refunds, students should finalize their academic schedule at least one week before the start of the term.

BANKMOBILE REFUND SELECTION KIT

Through a partnership with BankMobile, Refund Selection Kits are issued to all Clark College students who apply for financial aid. The kits are mailed by BankMobile to students after they complete their financial aid file. Students should visit their refund website (https://www.refundselection.com/refundselection/#/welcome/continue) after receiving their kit to choose how they wish to receive their refund each term. Students can choose to have their refunds deposited into an existing bank account, directly deposited into a BankMobile Vibe account offered by BankMobile, or mailed as a paper check. Additional information about the BankMobile Refund Selection Kit is available online at www.clark.edu/cc/finaid (http://www.clark.edu/enroll/paying-for-college/).

CENSUS DATE

Financial Aid reviews and locks enrollment on the tenth day of the term for Pell Grant, Washington College Grant (WCG) and College Bound Scholarship (CBS) recipients. Enrollment changes completed through the tenth day of the term will result in an adjustment of eligibility of funds by increasing awards for eligible credits added or reducing awards to calculate a repayment of funds for credits dropped after disbursement.

INCREASING ENROLLMENT LEVEL

Financial aid funds are increased for enrollment level changes from adding eligible courses through the tenth day. Additional funds awarded are applied toward payment of charges for classes added, and any remaining balance is refunded through BankMobile.

DECREASING ENROLLMENT LEVEL

Financial aid funds are reduced for enrollment level changes from dropping eligible classes through the tenth day. This will result in repayment owed to Clark College and/or the state aid program(s) depending on the funding type received.

COMPLETE WITHDRAWALS

Withdrawing from all financial aid eligible credits through the tenth day will result in repayment of all funds received. For Washington College Grant and College Bound Scholarship the full balance of the award received will be owed. Repayment of other sources of aid is subject to the Clark College Return of Title IV Repayment Policy requirements and based on number of days attended within the term.

ENROLLMENT IN LATE STARTING AND/OR EARLY ENDING COURSES

Classes that start after the tenth day and/or end before the last day of the term are considered module courses. Eligible module classes are included in the enrollment level at the time of disbursement as long as the student was enrolled in the course(es) by the tenth day. Students who withdraw from a module class on or before the scheduled course start date are considered to have not commenced attendance and will require an enrollment level review. A reduction of eligibility will result if the student did not commence attendance in the enrollment level funded.

LATE ENROLLMENT

Clark College may allow enrollment in classes after the tenth day on case-by-case basis. Students may request authorization by completing a Late Registration Petition to the Enrollment Services Office. Petitions approved may result in a funding adjustment.

TUITION REFUNDS

Tuition refunds are issued according to the Clark College Refund Policy for courses dropped. Any refunds issued will first be applied toward any Pell Grant overpayment to reduce any amount owed. Remaining refund balances will be applied toward College Bound Scholarship followed by Washington College Grant repayments.

REPAYMENTS TO CLARK COLLEGE AND OVERPAYMENTS

Students who owe repayments to Clark College and/or overpayments to the state aid programs will receive a bill through the email address on file. Students should contact Clark College Accounts Receivable to pay their debt in full or make payment arrangements.

Pell Grant awards reduced will be owed as a repayment of the BankMobile refund first. If the Pell reduction exceeds the BankMobile refund, the remaining balance will be owed as outstanding tuition for the term. Both portions are considered a debt owed to Clark College. Students who do not respond to repay the debt in full or establish a payment plan will be referred to collections.

Washington College Grant and College Bound Scholarship will be owed as an overpayment to the state aid program(s). Students who owe a repayment of WCG or CBS will lose eligibility for additional state aid until the debt is paid in full. This includes WCG, CBS, Passport to College and State Work Study. Students who do not respond to repay the debt in full or establish a payment plan will be referred to the Washington Student Achievement Council (WSAC). Any unpaid debt balances, including those with a repayment plan, will be referred to the WSAC by June 30, 2021 for collection. Students will need to contact University Accounting Service at (844) 870-8701 to make payments toward unpaid balances.

ADJUSTMENTS TO THE CENSUS DATE

The census date may be adjusted due to inclement weather or other unforeseeable circumstances that cause the campus to suspend
operations during the first 10 business days of the term. In this event, Financial Aid, Enrollment Services, and Accounting Services will coordinate efforts to extend refund periods and payment deadlines as needed.

If extenuating circumstances prevented a student from completing all enrollment transactions prior to the census date and attendance during the first week of the term can be confirmed by the instructor(s), the Financial Aid Office may authorize an enrollment adjustment on a case-by-case basis. Students should visit the Financial Aid Office for more information.

Financial Aid Satisfactory Academic Progress

Students must meet Financial Aid Satisfactory Academic Progress (SAP) Policy requirements to remain eligible for federal, state, and institutional financial aid. SAP is reviewed both annually and at the end of each payment period. All terms of attendance, including those in which financial aid was not received, are used in determining SAP status.

There are three standards of Satisfactory Academic Progress Policy that are evaluated at the end of each term:

1. **Grade Point Average (GPA)** if the cumulative GPA falls below 2.0 at the end of the term the student will not have met the GPA requirement to remain in good standing. In addition, a student must have and maintain a minimum 2.0 cumulative GPA at the end of their sixth term and beyond to avoid an automatic suspension.

2. **Maximum Timeframe** is measured to ensure students are taking required courses to complete their certificate or degree. Federal financial aid will be suspended and program progression must be reviewed at 150%. Federal financial aid recipients will be ineligible for further funding if it is mathematically impossible to complete the program of study within 150% of the length of the program. State financial aid recipients have a maximum usage limit of five full-time years of eligibility for the Washington College Grant and a maximum usage limit of four full-time years of eligibility for the College Bound Scholarship (after enrolling within one year of high school graduation).

3. **Pace of Progression Students** must complete all financial aid eligible credits funded each term within their enrollment level* and 67% of their attempted cumulative credits. Pace of progress that is 66.6% or higher will be rounded to 67%. All program credits, including transfer and remedial credits, will be taken into consideration whether or not aid was received. Grades F (Failed), I (Incomplete), U (Unsatisfactory), W (Withdrawal), Y (In Progress), N (audit), and R (repeat) will count as attempted credits.

- **Cumulative GPA falls below 2.0 at the end of a term and/or**
- **Pace of progression is less than 67% and/or**
- **Not all attempted credits are completed (as noted on the chart)**

<table>
<thead>
<tr>
<th>Credits/Units registered at the time of disbursement</th>
<th>Warning will occur if you complete</th>
<th>Suspension will occur if you complete</th>
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</thead>
<tbody>
<tr>
<td>Full Time (12-19 credits/units)</td>
<td>Between 6-11 credits/units</td>
<td>5 credits/units or less</td>
</tr>
<tr>
<td>3/4 Time (9-11 credits/units)</td>
<td>Between 6-8 credits/units</td>
<td>5 credits/units or less</td>
</tr>
<tr>
<td>1/2 Time (6-8 credits/units)</td>
<td>Not Applicable</td>
<td>5 credits/units or less</td>
</tr>
<tr>
<td>Less Than 1/2 Time (1-5 credits/units)</td>
<td>Not Applicable</td>
<td>Less than all attempted credits/units</td>
</tr>
</tbody>
</table>

Students are notified of financial aid suspension via email.

Financial Aid Suspension

Students on financial aid suspension are not eligible for future financial aid including grants, work study, and loans. Immediate financial aid suspension will occur when a student:

- Is on Financial Aid Warning/Probation and
- Does not meet 67% progression and/or
- Cumulative GPA falls below 2.0 at the end the term
- Has attempted 150% of the credits required for the program
- Has failed to meet requirements of their Academic Plan contract
- Not all attempted credits are completed (as noted on the chart below)

Students are notified of financial aid warning via email.

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<td>Less than all attempted credits/units</td>
</tr>
</tbody>
</table>

Regain Eligibility for Financial Aid

When students lose financial aid due to lack of academic progress, there are two (2) options available to regain eligibility. The options are:

1. **Filing a Satisfactory Academic Progress Appeal**
2. **Submitting a Meet the Reinstatement criteria**

Satisfactory Academic Progress Appeal

Failure to maintain good academic standing may be the result of circumstances beyond the student’s control. In cases of student’s illness, injury, a death in the family or unusual circumstance, students may
appeal to regain financial aid eligibility. **Students are limited to two (2) appeals at Clark College** (Maximum Timeframe appeals are excluded from this limit).

The appeal must include:

1. Satisfactory Academic Progress Appeal Form (http://www.clark.edu/enroll/paying-for-college/documents/SAP_Appeal.pdf)
2. Typed and signed statement explaining the circumstances AND what has changed AND the steps taken to ensure academic success in the future
3. Supporting documentation confirming the extenuating circumstances presented in the statement
4. A current degree worksheet completed and signed by the student and program advisor

Appeals are reviewed by the Financial Aid Advisory Committee and students are notified of their decision through student email. The Committee's decision is final. If the appeal is approved, the Committee has the authority to restrict students to specific academic conditions. The student may be required to follow an Academic Plan until satisfactory academic progress is achieved.

If approved, aid is reactivated based on available funding at the time the appeal is approved and may not reflect the original award. An approved appeal does not negate any repayment owed to the financial aid programs or Clark College.

**Reinstatement Criteria**

If a student chooses not to appeal or has exhausted the two (2) appeal limit they may be eligible for reinstatement when they have satisfied the following conditions:

1. Enroll in and complete a term successfully, and
2. Earn a cumulative GPA of 2.0 or higher, and
3. Have a Pace of progression of 67% or higher, and
4. For federal financial aid recipient, has attempted 150% of the credits required for the program. For state financial aid recipient, has reached their maximum usage limit of five full-time years of eligibility for the Washington College Grant and/or their maximum usage limit of four full-time years of eligibility for the College Bound Scholarship (after enrolling within one year of high school graduation).

In the reinstatement term, all credits within the enrollment level must be completed successfully. Receiving grades of F (Failed), I (Incomplete), U (Unsatisfactory), W (Withdrawal), Y (In Progress), N (audit), and R (repeat) will hinder eligibility for financial aid reinstatement and may increase the number of credits required to reinstate.

When the reinstatement criteria is met, aid is reactivated based on available funding and may not reflect the original award. Meeting reinstatement criteria does not negate any repayment owed to the financial aid programs or Clark College.

**Financial Aid Probation**

If the Financial Aid Advisory Committee approves a student's appeal, financial aid will be reactivated on a probationary status. Financial aid suspension will occur if the student does not meet all satisfactory academic progress requirements at the end of the next term of attendance (see warning section for details).

**Other Requirements and Limitations**

**I. Maximum Timeframe**

Maximum credit warning notifications will be issued when a student reaches 125% of the program length. Once a federal aid student has attempted 150% of program credits, federal financial aid will be suspended pending appeal approval. All credits, regardless of whether they were taken while on financial aid, or credits removed with an approved set-aside petition are used in calculating maximum timeframe. Transitional support coursework that is attempted and results in an asterisk (*) grade such as ABE, GED ESL, ENL, and some CAP coursework are excluded. Transfer credits accepted for use towards the current certificate or degree are included. Remedial coursework needed to reach program required classes is counted towards maximum timeframe.

Funding of remedial courses is limited to 45 attempted credits. Repeated credits (R grades) are counted as attempted towards maximum timeframe. Once a class has been attempted and credit has been earned, financial aid can only pay for a second attempt.

**II. Program Changes**

If a student was approved in a previous appeal with specific academic conditions, those conditions must be met before changing their program. If the student wants to change their program prior to completing the appeal’s academic conditions, a student must submit a Request for Financial Aid Extension to the Financial Aid Office. If the program change is approved, new conditions will be applied. If a student changes their program of study, Pace of Progression will not be reset.

**Clark College Return of Title IV Policy**

The Financial Aid Office is required to calculate a repayment of Federal Student Aid funds received by students who officially or unofficially withdraw from all financial aid eligible classes, or complete zero financial aid eligible credits at the end of the term.

**Calculating the Percentage of Aid Earned**

The amount of aid earned is calculated by dividing the number days enrolled, counted through the date of official or unofficial withdrawal, by the number days in the term. The portion of aid considered unearned is returned to the appropriate aid program(s) which may result in the student owing a balance to Clark College. All aid is considered earned and a return of funds is not required when a student attends at least 60% of the term.

An official withdrawal is defined as the date the student withdrew, according to Clark College Enrollment Services withdrawal procedures. If the student did not officially withdraw, or earned all failing grades (F, U or Y) then the date of withdrawal used to determine the amount of aid earned is the 50% point of the term.

**Return of Title IV Funds**

Clark College Financial Aid follows a five-step process to determine the amount of funds that must be returned:

1. Determine the date of withdrawal and percentage of payment period completed.
2. Calculate the amount of Title IV aid earned.
3. Compare the amount of Title IV aid earned and amounts disbursed to determine the amount unearned.
4. If the amount earned is greater than the amount disbursed, Clark College will determine the amount of a post-withdrawal disbursement.
5. If the amount earned is less than the amount disbursed, Clark College will determine the amount of Title IV aid that must be returned by the college and the student.
6. Determine if a grant protection is applicable and multiply the amount of grant aid to be returned by the student by 50%.

Funds are returned to the following Federal sources in order of priority established by the Department of Education:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. Federal Supplemental Education Opportunity Grants

Tuition Refunds Official withdrawals may result in tuition refunds based on the Clark College Refund Policy. Any refunds issued as a result of the withdrawal will be applied by Clark College to the student's debt owed. Students will be billed by Clark College Accounting Services for the remaining balance of the debt and should contact Clark College Accounts Receivable to pay their debt in full or make payment arrangements.

Repayment of Title IV Funds
Students may owe a repayment of funds that were applied toward tuition charges and/or funds that were refunded to the student after payment of tuition and fees. Clark College is responsible for returning the full balance of funding owed to the Department of Education. Repayment of funds is considered an institutional debt owed to Clark College. Students will have 20 days to pay the debt in full or make arrangements to pay the debt. Unpaid balances may be referred to a collection agency.

Withdrawals as a Result of Active Duty
Clark College may waive repayment requirements for students in accordance with the Education Relief Opportunities for Students (HEROES) Act. Qualifying students are those who withdraw from all credits or otherwise complete zero credits as a result of:

• Serving on active duty during a war, military operation or national emergency, or
• Performing qualifying National Guard duty during a war, military operation or national emergency, or
• Residing in or being employed in a declared disaster area as determined by any federal, state or local official in connection with a national emergency, or
• Suffering direct economic hardship as a direct result of war, military operation, or national emergency.

Eligible students may have overpayments of federal grants waived to prevent loss of Title IV eligibility. Affected students should contact the Financial Aid Office to determine eligibility for HEROES Act waivers.

Other Educational Resources Available

Scholarships
360-992-2582
http://www.clark.edu/enroll/paying-for-college/scholarships/index.php

Funding for scholarships is made possible through the generous support of individuals and organizations. The Clark College Foundation is one of the largest community college foundations in the country and offers many scholarships to Clark College students each year.

Individual scholarships may have their own eligibility criteria where a student must maintain a certain grade point average (GPA) or enrollment level to qualify for funds awarded. Students should refer to their scholarship award letter for the conditions of their award. The scholarship application is separate from the application for financial aid.

The majority of scholarship applications are available January through April, and funds are awarded for the following academic year.

Workforce Education Services
360-992-2729

Clark College Workforce Education Services administers a variety of programs designed to support students who are pursuing vocational or technical non-transfer degree programs and certificate programs. Resources available include:

Opportunity Grant
360-992-2039

The Opportunity Grant program serves low-income students who are pursuing professional/technical programs that lead to high-wage, high-demand jobs. Eligible students must be Washington State residents, meet income guidelines, and be enrolled in an approved program. Financial assistance with tuition, books, and mandatory fees may be available for those who qualify.

Worker Retraining
360-992-2274

The Worker Retraining program serves students who have experienced unemployment, who are displaced homemakers, or have been discharged from the military, and are pursuing professional/technical programs that provide them with the ability to re-enter the workforce. Eligible students must live in Washington State and be enrolled in an approved program. Financial assistance with tuition, books, and mandatory fees may be available for those who qualify.

WorkFirst Financial Aid and Work Study
360-992-2915

The WorkFirst program serves students who are receiving Temporary Assistance for Needy Families (TANF) and are pursuing professional/technical programs. Eligible students must live in Washington State and be enrolled in an approved program. Financial assistance with tuition, books, and mandatory fees may be available for those who qualify.

On-campus WorkFirst Work Study job opportunities may also be available for those who qualify.

Basic Food Employment and Training (BFET)
360-992-2038

The BFET program serves students who are receiving federal basic food benefits and are pursuing professional/technical programs. Eligible students must live in Washington State and be enrolled in an approved program. Students may be eligible to receive subsidized child care assistance through Working Connections/Department of Social and Health Services (DSHS). Financial assistance with tuition, books, and mandatory fees may be available for those who qualify.
The Sponsored Programs office serves as a liaison between students and various governmental and community agencies that have authorized funding to pay for tuition, books, and supplies. An administrative processing fee applies to agencies who fund these student expenses.

**Veteran Education Resources**

360-992-2711 or 360-992-2112

Certifying officials located in the Veterans Resource Center (VRC) serve as a liaison between Clark College and the U.S. Department of Veterans Affairs. Clark College is approved for VA Education Benefits under Chapters 30, 31, 32, 33, 35, 1606, 1607, and Military Tuition Assistance (TA).

In accordance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation &Employment, or Chapter 33, Post-9/11 GI Bill benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

The University shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The information contained in this catalog/application form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statues and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/ SAA and/or DVA.

Eligible veterans and dependents must request certification each term for approved degree and certificate programs. Only courses required within the program will be funded. Audited courses are not eligible. Students are required to make satisfactory academic progress and should contact the Veterans Affairs Office prior to making any schedule changes. Visit our website for a complete checklist of requirements http://www.clark.edu/campus-life/student-support/vrc/forms.php

GI Bill® and Vocational Rehabilitation and Employment students who have submitted or are in the process of submitting their certificate of eligibility to Clark's School Certifying Officials will not have a penalty imposed, including late fees, or be denied access to school facilities, or be required to borrow additional funds, because of delayed payments from the VA.

The Code of Federal Regulations (38 CFR 21.4201) states VA shall not approve the enrollment of any VA-eligible person, not already enrolled, in any course for any period during which more than 85 percent of the students enrolled in the course are having all or part of their tuition, fees, or other charges paid to or for them by an Education Institution or VA. The VA will only pay the monthly stipend/BAH for the period students are enrolled in and attending class(es).

Clark College joins with the Department of Defense (DOD) Voluntary Education Partnership Memorandum of Understanding (MOU) and conforms to Executive Order 13607 of April 27, 2012, establishing Principles of Excellence for Educational Institutions Serving Service Members, Veteran Spouses, and other family members. Credit for military experience may be granted toward general elective and specific vocational program coursework. Veterans are required to submit military and all other school transcripts, to be applied toward their intended program of study, no later than the start of their second term of enrollment. Military training and experience granted for credit recommendations are based on the American Council of Education (ACE) guidelines for military training. Military experience is a non-traditional credit program. Students should refer to the Non-Traditional Credit Policy section of this catalog and contact the Veterans Affairs Office for additional information.

Clark College attempts to limit student enrollment to 85% veteran enrollment per cohort. In the event that a veteran wishes to enroll in a course that has already reached the 85% cap, he or she may do that but will not be eligible for VA funding. Chapter 35 and 31 students may enroll even if the 85% has been realized.

The College's School Certifying Officials can be reached utilizing the contact information below:

Rowan Coash  
(P) 360-992-2579  
(E) rcoash@clark.edu

Dave Daly  
(P) 360-992-2320  
(E) ddaly@clark.edu

Joe Jenkins  
(P) 360-992-2459  
(E) jjenkins@clark.edu
REGISTRATION

For more detailed information regarding registration for new, continuing or transfer students please see the registration website at http://www.clark.edu/enroll/registration/index.php (http://www.clark.edu/enroll/registration/).

Continuing student registration access dates/times are based on cumulative credits earned.

Priority registration access is given to eligible veterans under HB 1109. Qualifying students will receive access to registration services prior to the continuing student population. Students approved for registration accommodation due to disability will also register during this time period.

Specific information on dates, deadlines, and hours of service can be found on the Clark College website at www.clark.edu/current (http://www.clark.edu/current/).

Course Formats

Students can register for courses in several different formats including web-enhanced, hybrid and online. See Clark College eLearning for more details on what each format requires.

Online Registration Services

The following services are available online for current Clark College students:

- Enrollment verification
- Change of address
- Registration access date/time
- Online Registration
- Student schedule
- Unofficial transcript
- Waitlist inquiry
- Degree audit (online degree audit)

Students may conveniently enroll online each term by taking advantage of online registration using their ctcLink ID. Printing student class schedule and changing student address, phone, or e-mail are other convenient options available online at http://www.clark.edu/current/index.php (http://www.clark.edu/current/).

Registration Policies

Credit Maximum

Students may register online or in person for 0-20 credits. Students who wish to add excess credits (i.e., 21 or more) must make an appointment and obtain written permission from an advisor to register over the credit maximum.

Late Registration Policy

Beginning the third (3rd) day of the term, instructor permission is required to enroll into any regular starting class.

First Week Attendance Policy

It is essential that students attend the first class meeting of their courses. If a student is unable to attend due to an emergency or conflict of a serious nature, students should contact the instructor. If the instructor is not designated in the class schedule, the student should contact either the Division Office or the Office of Instruction, which will direct the student appropriately. Students who fail to attend one (1) or more sessions during the first five (5) days of the term may be dropped from the class. Students who miss any classes during the first five (5) days are responsible for verifying their enrollment status.

Students registered in online courses must log into their course by the first day of the term and complete all first-week course requirements by their due dates. This is accomplished by accessing the Canvas course shell (unless alternate instructions have been provided by the instructor). For more information about logging into Canvas, visit eLearning Getting Started (http://www.clark.edu/academics/eLearning/begin.php). If a student has not completed first-week course requirements set by the instructor during the first five (5) days of the term, the student may be dropped from the course.

Note: Students who drop or are dropped by the college during the first five (5) days of the term will receive a full refund of tuition and fees, if due. Students are responsible for verifying all transactions regarding course registration and withdraw has occurred.

Dropping a Class and Withdrawal from the College

Students who find it necessary to withdraw from classes must do so formally. The withdrawal process can be completed online at www.clark.edu/current (http://www.clark.edu/current/) or in person using a Change of Registration form at the Enrollment Services Office. The dates for dropping and/or withdrawing from classes are available at www.clark.edu/enroll/registration/academic-calendar.php (http://www.clark.edu/enroll/registration/academic-calendar.php).

- A class officially dropped before the tenth (10th) day (eighth day in summer) of the term will not be entered on the student's transcript.
- After the tenth (10th) day and through the end of the term, regular starting classes formally dropped online or at the Enrollment Services Office will be posted to the student’s transcript with a withdrawal grade of “W” assigned to the class. Withdrawals will not be accepted after the day day before the term ends.
- For courses with unusual start and end dates, withdrawals will not be accepted after the day before the term ends.
- If the student decides not to attend, it is their responsibility to withdraw from all classes. Withdrawals will not be accepted for a class that has ended.

Administrative Withdrawal

Students unable to withdraw by the end of the term due to extenuating circumstances should contact the Enrollment Services Office for information on requesting an Administrative Withdrawal.

Auditing a Class

Any student may enroll in a course on an audit basis with instructor’s written consent and upon payment of the regular tuition and fees. Audit students will be exempt from examinations and will not receive college credit; however, the instructor may require reasonable attendance and class participation. To change from credit to audit or audit to credit, the student must complete a Change of Registration form at the Enrollment Services Office. Such changes may be made only with the written consent of the instructor and must be processed by the end of the tenth (10th) day of the term (eighth day in summer).
**Student Attendance Status**

Clark College considers students enrolled in twelve (12) or more credits to be full-time students. The definition of "full-time student," however, may vary for certain agencies, such as Veterans Services, Financial Aid, Social Security, and insurance companies. Student attendance status for Financial Aid and MGIB GI Bill® Chapters 30, 31, 35, 1606, 1607, is as follows:

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>Credit/Unit Hours Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>12 credit hours</td>
</tr>
<tr>
<td>Three-quarter-time student</td>
<td>9-11 credit hours</td>
</tr>
<tr>
<td>Half-time student</td>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>Less than half-time student</td>
<td>1-5 credit hours</td>
</tr>
</tbody>
</table>

**Post 9/11 GI Bill® Student Attendance Status**

Post 9/11 GI Bill® calculated at Rate of Pursuit. Students must be enrolled at more than half-time to receive their expected BAH.

- 12 credits or more is considered full-time training for Post 9/11 GI Bill® for Fall, Winter, and Spring terms. (7 or more credits is required for BAH payment)
- 8 credits or more is considered full-time training for Post 9/11 GI Bill® during Summer term only. (5 or more credits is required for BAH payment)

**Absence**

Students are expected to attend classes in which they are enrolled. Absence may be a factor in grading for a course. When unavoidable absence occurs, it is the obligation of the student to notify the instructor and arrange for the make-up work deemed necessary by the instructor. Reference the course syllabus for absence management details.

A member of the Washington National Guard or any other military reserve component who misses any form of participation/attendance in a class due to being ordered to service for 30 days or less, or requiring medical treatment for that service, is entitled to make up academic assignments without prejudice to the final course grade or evaluation. Documentation must be submitted prior to absence. Contact the Veterans Resource Center for information.

**Change of Contact Information**

To ensure receipt of important information, students must notify the college of any change of address, telephone, and preferred name. Offices that should be informed include Enrollment Services and Financial Aid. Student Update forms are available at the Enrollment Services Office and online at https://www.clark.edu/enroll/registration/index.php (https://www.clark.edu/enroll/registration/)

**Tuition and Fees**

The first tuition due date is three weeks before the term begins. Tuition is due on a weekly basis after that:

- Students can verify the amount of tuition and the due date by viewing their schedule at https://www.clark.edu/current_students/.
- Students who register Saturday through Friday must pay tuition and fees no later than the following Monday by 5:00 p.m.
- If Monday happens to be a holiday, payment is due on Tuesday by 5:00 p.m.
- Students who register after the 10th day of the term (8th day of summer term) must pay tuition by the end of the same business day on which they register (5:00 p.m.).

Students receiving financial aid, scholarship, agency, or veterans benefits are responsible for paying outstanding tuition and fees by the tuition due date when aid is insufficient to cover the total cost.

Students who do not pay tuition and fees will be dropped from their classes unless:

- A tuition deadline exception has been activated on the student account.
- The outstanding balance is $100 or less.
- A signed agreement to participate in the STEPP deferred payment plan has been submitted and payments are up to date.
- Registration for classes occurs after the tenth (10th) day of the term.

It is the responsibility of the student to officially withdraw from classes if they are unable to pay tuition and fees. A 100% refund will be issued through the fifth (5th) business day of each term permitting in compliance with Washington State Regulations.

Students with any outstanding debt owed to the college will:

- Be blocked from future registration.
- Be sent to Collections and a collection fee will be added to any tuition and/or fees outstanding at the end of the term.

**Matriculation and Facilities/On-Campus Parking Fee**

Students are charged per credit hour to a maximum of twenty (20) hours for matriculation and facilities/on-campus parking.

1 These fees are refundable on the same basis as tuition.

**Technology Fee**

Students are charged per credit hour to a maximum of twenty (20) hours for technology such as computer software, computer replacement, and technical lab assistance to maintain open computer labs. Other examples of technology available to students are online registration and student kiosks, and online services featured on the Clark College website.

1 These fees are refundable on the same basis as tuition.

**Additional Fees**

Some courses may require payment of lab or course fees in addition to or instead of tuition. These fees help the college defray expenses not funded by the state. Fees are used for specific course expenses such as breakage, hazardous waste management, consumable supplies, special

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<table>
<thead>
<tr>
<th>Credit/Unit Hours Per Term</th>
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</thead>
<tbody>
<tr>
<td>4-5 credit hours</td>
</tr>
<tr>
<td>6-7 credit hours</td>
</tr>
<tr>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>8 credit hours</td>
</tr>
<tr>
<td>9-11 credit hours</td>
</tr>
<tr>
<td>12 credit hours</td>
</tr>
<tr>
<td>1-5 credit hours</td>
</tr>
<tr>
<td>3 credits or less</td>
</tr>
<tr>
<td>6-8 credit hours</td>
</tr>
<tr>
<td>6-7 credit hours</td>
</tr>
<tr>
<td>4-5 credit hours</td>
</tr>
<tr>
<td>3 credits or less</td>
</tr>
</tbody>
</table>
materials, minor repairs, and materials that become the property of the student.

Textbooks and Supplies
The Clark College Bookstore stocks required textbooks (including the associated ISBN) and supplies as requested by classroom instructors. Also available are many supportive suggested materials to assist the student’s class preparation and participation. The store staff understands the financial impact of class materials, and thus provides the lowest prices for new textbooks of any college in this region and diligently pursues and stocks as many used textbooks as possible, partly supplied from a student book buyback program. In addition, the store offers a number of other affordability services for Clark students, such as textbook and calculator rentals, hold services, peer-to-peer exchange and much more. To obtain current book and supply lists and receive assistance in cost estimating, please visit the Clark College Bookstore on the main Clark College campus or visit its website at www.clarkbookstore.com (https://www.clarkbookstore.com/).

Financial Obligations of the Student
Students are expected to meet their financial obligations to the college. Clark College staff will act in accordance with adopted procedures and, if necessary, initiate legal action to ensure that collection matters are brought to a timely and satisfactory conclusion. Collection fees will be added to debts owed the college.

Admission to or registration with Clark College and other college services, will be withheld for failure to meet financial obligations.

Refund Policy
A student who officially withdraws through the Enrollment Services Office may receive a refund of tuition and certain fees. The complete Refund Policy is printed in the college information section of this catalog and is available online at http://www.clark.edu/enroll/registration/refund_policies.php.

Transfer of Grades
The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. Courses completed with a grade of "D" or above shall normally be accepted in transfer (except at The Evergreen State College, where a minimum of 2.0 or "C" is required for transfer). Nontraditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a student is transferring, but receiving institutions shall take steps to assure all students equitable treatment.

Grade Information
Students enrolled in credit classes may obtain grade information approximately eight (8) days after the end of each term. Students may access grades at a college student information kiosk or through the Clark College website: www.clark.edu (http://www.clark.edu/).

Grade Point Average (GPA)
Grade points are calculated by multiplying the number of credit hours for each course by the decimal grade appropriate for the grade earned. The term GPA is computed by adding the total number of grade points for the term and dividing by the total number of credits attempted in courses that received a letter grade.

<table>
<thead>
<tr>
<th>Credit/Unit Hrs Attempted</th>
<th>Grade</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>B+ = 3.3</td>
<td>16.5</td>
</tr>
<tr>
<td>3</td>
<td>C = 2.0</td>
<td>6.0</td>
</tr>
<tr>
<td>8 Total Credits/Units</td>
<td></td>
<td>22.5 Total Grade Points</td>
</tr>
</tbody>
</table>

Dividing 22.5 by 8 computes to a grade point average of 2.81.

The student’s cumulative grade point average may be obtained by adding the total number of grade points for all terms and dividing by the total number of credits attempted in the courses that received a letter grade.

Incomplete Grades
An incomplete grade may be given if the instructor is satisfied that unavoidable circumstances have prevented the student from completing the course work and the student has requested this option.

The incomplete grade remains on the student's transcript for 90 (ninety) days, or until the student completes the required work and the instructor submits an amended grade to the Enrollment Services office. If the instructor does not submit an amended grade within 90 (ninety) days the “I” grade is given at the instructor’s discretion and requires a contract to finish remaining course work. The student and instructor must fill out a contract form that identifies specific requirements to be completed. One copy of the contract is retained by the instructor and one given to the student.

Letter Grade | Grade Point
---|---
A | 4.0
A- | 3.7
B+ | 3.3
B | 3.0
B- | 2.7
C+ | 2.3
C | 2.0
C- | 1.7
D+ | 1.3

D | 1.0
D- | 0.7
F | 0.0
I | Incomplete
N | Audit
S | Satisfactory (credit only, no grade points)
U | Unsatisfactory (no credit, no grade points)
W | Official Withdrawal
Students may set aside a previous record if:

- They have earned fifteen (15) credits at Clark College beyond the term to be set aside.
- They have a 2.50 GPA at Clark College for these credits.
- The work to be set aside is at least one (1) year old.

Petition forms are available at the Enrollment Services Office in Gaiser Hall.

Caution: Although Clark College makes provisions for setting aside past records, students should not assume that other colleges to which they transfer will compute their GPA in the same manner. Only the Clark College record can be set aside; the college cannot set aside records from other colleges. Financial aid students will still be subject to federal regulations that require all attempted credits be counted toward completion of an initial degree.

**Grade Change/Error**

Students who believe an error has been made in recording their grades should contact the Enrollment Services Office and their instructor. If a recording error has been made, it will be corrected. Grade changes are made at the discretion of the instructor. The grade change must be submitted directly to Enrollment Services Office by the instructor.

Grade changes and corrections made for veterans and financial aid recipients must also be reported to the Office of Veterans Affairs and/or the Financial Aid Office.

Grade changes must be made no later than the end of the second term following the term the student attended the class.

**Grade Change/Academic Appeal Policy**

An academic appeal refers to a claim by a student that a specific grade assigned to the student by an instructor is the result of an arbitrary or capricious application of otherwise valid standards of academic evaluation, or to a student's claim that the instructor has made an arbitrary or capricious decision or taken an arbitrary or capricious action which adversely affects the student's academic standing.

The student must file a written complaint within ninety (90) calendar days after termination of the course. The appropriate instructional dean or supervisor may suspend this rule only under exceptional circumstances such as extended illness, sabbatical leave, or absence of one or both parties involved in the complaint. Grade appeal process forms are available through the instructional deans' offices or the Office of Instruction.

Students having complaints relative to academic performance evaluation should follow the steps below:

- Step 1: The student should complete a grade appeal process form and discuss the complaint with the instructor. If the complaint is not resolved, proceed to Step 2.
- Step 2: The student should speak to the appropriate division chair. The division chair must notify the student within fifteen (15) working days of the resolution after the meeting with the student. If the student is not satisfied with the resolution, the student should proceed to Step 3.
- Step 3: The student will provide a written statement describing the nature of the appeal to the instructional dean or supervisor. A meeting will then be scheduled with the student, the instructional dean or supervisor, and the instructor to discuss the appeal. The instructor will receive a copy of the student's written material prior to the meeting. A decision by the dean or supervisor will be made within fifteen (15) days of the meeting. The decision by the dean or supervisor will be final and cannot be appealed further.

**Setting Aside Past Record**

Qualified students may set aside a previous substandard academic record that does not reflect their true ability at Clark College. Setting aside does not expunge the previous record, but places a “grade forgiveness” notation on the student’s transcript, marking the term from which the college will calculate a new GPA for determining probation, eligibility, or honors at graduation. Students may not count credits set aside to fulfill credit requirements for graduation. Students should understand that the record to be set aside includes all courses taken before the term selected by the student, and those courses may not be used to satisfy future course prerequisites.

Students may set aside a previous record if:

- They have earned fifteen (15) credits at Clark College beyond the term to be set aside.

Incomplete grades can impact Financial Aid funding, please refer to the Satisfactory Progress Policy at http://www.clark.edu/enroll/paying-for-college/get-keep/index.php (http://www.clark.edu/enroll/paying-for-college/financial-aid/maintain-aid/)

**Pass/No Pass**

Students may request to enroll in approved courses on a Pass/No Pass (PNP) basis. Students must contact the Enrollment Services Office for information about courses approved for this option. No more than sixty (60) credits from 100 or 200 level courses taken for pass/no pass will be allowed toward the Associate in Arts degree, Associate in Science degree, the Associate in Applied Science degree, the Associate in Technology degree, or Bachelors of Applied Science. Students must earn a grade of “C” or better (2.00 GPA) to be given a “Satisfactory” grade in a pass/no pass course. An “Unsatisfactory” grade will be posted for students earning less than a “C” grade. Students planning to transfer to a university should contact that institution to determine their policy for acceptance of pass/no pass courses.

**Repeating a Course**

Students may repeat a course taken at Clark College in order to improve their skills or the course grade. All course repeats must comply with the Procedures for Repeating a Course.

- The course repeat policy only applies to courses that are taken at Clark College.
- A course may be repeated only twice (taken a total of three times) unless otherwise specified in the college catalog.
- Credit for any course is earned only once (except for courses designed to be taken multiple times, as noted in the course catalog).
- Only the highest grade awarded will be used in computing the Clark College GPA.
- Each grade received will remain on the student's transcript; a repeat notation will be posted to the transcript for these courses.
- Courses must be repeated for a letter grade unless the course is offered only as pass/fail.
- The course repeat process DOES NOT apply to grade symbols: N, Y or S.
- The Clark College repeat policy may or may not be recognized by other institutions, it is at their sole discretion.
- To repeat a course, students must re-register and pay all necessary tuition and fees.

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Clark College - DRAFT COPY 277
Confidentiality of Records

Clark College has adopted procedures in compliance with the Family Educational Rights and Privacy Act (FERPA) as amended, and maintains confidentiality of student records. College employees are trained to comply with information release guidelines.

With few exceptions, parties outside of school officials will not have access to student records without the written consent of the student. Clark College will not release a student’s record to a parent/guardian without the student’s written request. This policy is in effect regardless of the student’s age or financial dependency upon the parent or guardian. The college may release student directory information without student consent. Directory information includes student’s name, major field of study, enrollment status, dates of attendance, participation in recognized sports, degrees and certificates earned, term degrees and certificates awarded, and honors. In compliance with state law (SB5509), Clark College no longer uses the student’s Social Security number for the purpose of student identification. This law is intended to add additional protection to the student’s identity.

The college will assign all students a ctcLink Identification (ID). Students are required to use their assigned ctcLink ID to access their records, register for classes, pay tuition, etc. For a copy of SB5509 or for additional information regarding this process, students may contact the Enrollment Services Office.

Transcripts

A transcript of each student’s educational record is maintained in the Enrollment Services Office. An official transcript is signed by the Registrar, has the college seal attached and is provided in a sealed envelope. To obtain an official transcript, students should go online to www.studentclearinghouse.org (http://www.studentclearinghouse.org/) to place an order. Transcripts will be mailed to any college, university or other agency upon receipt of the request within five (5) business days. There is also a rush transcript option available. There is a fee for all official transcripts. For current fee information please go to our website. Transcripts will not be faxed.

Students may obtain an unofficial transcript through the Clark College website, www.clark.edu (http://www.clark.edu); at student information kiosks; or by visiting the Enrollment Services Office in Gaiser Hall.

Vice President’s List

A Vice President’s List will be compiled at the end of each academic term to recognize outstanding student achievement at Clark College. To qualify for the list, a student must earn at least twelve (12) credits of graded course work and a GPA of 3.75 or higher. The credits from courses in which a student receives an “I,” “S,” or “Y” will not count toward the twelve (12) credit minimum. Students who qualify for the list will receive a congratulatory letter from the Vice President of Instruction and a notation will be made on the student’s transcript.
SPECIAL INSTRUCTIONAL PROGRAMS AND LOCATIONS

Transitional Studies
Career and Academic Preparation (CAP)
360-992-2741

These classes are available for persons sixteen (16) years or older (16-to 18-year-olds must have a high school release). Students can earn credit toward their HS21 diploma, prepare to take the GED test and improve their reading, writing and math skills to transition to college-level coursework. There is a term tuition charge. Classes are held on campus and at other sites in the community.

English as a Second Language
360-992-2741

Classes are for non-native speakers who want to communicate more effectively in English. Classes are held at various times during the day and evening. There is a tuition charge to students each term. Most classes are held on campus, but some are held at community sites.

Transitional Studies Tutoring Center
360-992-2750

The Transitional Studies Tutoring Center, at TBG 228, supports CAP and ESL students with tutoring and computer-based learning. One-on-one and small-group tutoring are available for adults learning English as a second language, as well as for native English speakers who want to improve basic reading, writing, and math skills.

Economic & Community Development
360-992-2939

Clark College Economic & Community Development is the region’s premier provider of continuing education, offering customized training for local employers and community education programs for individual residents of Southwest Washington. This department is dedicated to building community through education, mature learning, and professional development, as well as forging partnerships in support of regional economic development.

Customized Learning and Development
360-992-2466

Customized Learning and Development delivers high-quality workforce training, leadership development, and technical and business analysis tools to manufacturing, healthcare, business, nonprofit, and government organizations. An expert team assesses business needs, analyzes human and technical resources available, and builds a customized plan to deliver the training and leadership needed to meet organizations’ current objectives and future needs. Customized Learning and Development provides organizations with highly relevant training that directly affects the economy, employment opportunities, and workforce development in Southwest Washington.

Professional Development
360-992-2939

Professional Development offers regularly scheduled classes, workshops, and certification programs for individuals to develop knowledge, skills, and increase their productivity and value to employers. A wide range of topics, such as accounting, health care, programming, web design, graphic arts, Microsoft Office, and small business are available to everyone wanting to take that next step. One-day “fast track” learning sessions and flexible online classes are also available.

Community Education
360-992-2939

Community Education offers a wide variety of personal enrichment and lifelong learning opportunities to enhance quality of life and encourage the exploration of new interests. Non-credit courses, taught by talented instructors who are experts in their field, are offered for persons of all ages. New classes are offered each term, including topics such as world language, recreation and wellness, healthy living, and home and gardening. The cooking school in the kitchen classroom at Columbia Tech Center campus offers demonstration and hands-on courses that educate about nutrition and world culture while building student skills. All Community Education courses reflect a commitment to building community and sustainability.

Mature Learning
360-992-2939

Mature Learning is an educational and cultural enrichment program for adults. The program provides an opportunity to learn in a relaxed atmosphere with no tests, grades, or homework. A wide variety of courses is offered including art, writing, computers, science, history, creative writing, health, humanities, and more. Most classes meet two hours a week, either on the main Clark College campus, at Columbia Tech Center, downtown Vancouver, or at other locations in the community. Mature Learning also provides travel and excursions to places of cultural, scientific, and natural interest.
STUDENT ORIENTATION

All new, transfer and returning students are required to complete a Student Orientation session (online or in person) or meet with an advisor before they are granted access to registration services. Students will gain valuable information about support resources, critical dates and policies, online tools and academic advising. For specific orientation requirements visit http://www.clark.edu/enroll/admissions/orientation/index.php (http://www.clark.edu/enroll/admissions/orientation/).
STUDENT SUCCESS PROGRAMS

360-992-2830
studentsuccess@clark.edu

The goal of Student Success Programs is to support the retention and success of all Clark College students, from the point of college entry to program completion. We provide targeted outreach and support for students facing challenges with academic progress, first-term students, and students moving from Transitional Studies to college-level coursework. We use proactive, reactive, and data-informed strategies to provide intensive, targeted outreach and intervention designed to meet students at their points of need. Student Success Programs staff and peer mentors assist students with accessing and navigating the various spaces, resources, and strategies available at Clark and the surrounding community that are key for students to establish and achieve their academic goals.

Key services:

- Assistance to students with developing key critical thinking and problem-solving skills that will allow them to appropriately evaluate and respond to difficult academic, career, and life situations
- Targeted outreach and support related to Penguin Alert for Student Success (PASS) and Academic Standards Policy (ASP)
- Assistance to struggling students with locating appropriate academic resources and making informed enrollment decisions
- Peer mentoring to help students navigate and access appropriate support resources and strategies that meet their unique needs
- Reinstatement advising and support for students returning to the college
- Goal setting, course selections, and degree/certificate program planning
- Training and support for students, staff, and faculty on the Academic Standards Policy (ASP)

Penguin Alert for Student Success (PASS)


PASS is a resource that enables instructors to communicate with their students early in the term about any behaviors that are interfering with their success in class. The warning is intended to provide students with sufficient time to:

1. identify and correct problematic behaviors that are hindering success in class,
2. access appropriate campus resources, and
3. if necessary, withdraw from classes if circumstances prohibit successful completion of coursework.

Students who receive a Penguin Alert for Student Success are encouraged to contact their instructors, trained PASS staff and peer mentors, and financial sources for strategies to improve course grades and guidance on course withdrawals.
DEGREE & CERTIFICATE REQUIREMENTS

- General Information (p. 283)
- Transfer Degree Distribution List (p. 285)
- Transfer Degree Overview (p. 289)
- Career and Technical Degrees and Certificates Distribution List (p. 295)
- Bachelor of Applied Sciences (p. 299)
- Non-Traditional Credit (p. 302)
- Credit Hours and Credit Load (p. 303)
GENERAL INFORMATION

Degrees & Certificates
Clark College awards six (6) degrees: the Associate in Arts degree, for completion of a program of study for transfer to a senior institution; the Associate in Science degree, for completion of a program of study in the sciences in preparation for transfer to a senior institution; the Associate in Fine Arts degree, for completion of a program in fine arts in preparation for transfer to a senior institution; the Associate in Applied Science degree, for completion of a program of study in an occupational program; the Associate in Applied Technology degree, for completion of a program of study in an occupational program; and the Bachelor of Applied Science (BAS), to increase the educational pathways for professional and technical associate graduates. BAS degrees require a minimum of one hundred eighty (180) credits and a minimum Grade Point Average (GPA) of 2.0.; each associate degree requires a minimum of ninety (90) credits and a minimum Grade Point Average (GPA) of 2.0. Certificates of Proficiency are awarded upon completion of a minimum of forty-five (45) credits of specialized occupational training, including general education requirements, and require a minimum GPA of 2.0. Certificates of Achievement are granted upon completion of a program of specialized occupational training of less than forty-five (45) credits and require a minimum GPA of 2.0. Individual departments offer Certificates of Completion with varying credit requirements.

The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. Courses completed with a grade of 'D' or above shall normally be accepted in transfer (except at The Evergreen State College, where a minimum of 2.0 or ‘C’ is required for transfer). Nontraditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a student is transferring, but receiving institutions shall take steps to assure all students receive equitable treatment.

A student may earn more than one career-technical degree and/or certificate at Clark College, and a student may earn a combination of academic and career-technical degrees and/or certificates. A student can also earn a Direct Transfer Agreement degree and an additional MRP degree (for instance, a student can earn a degree in both Business Administration – MRP and an Associate in Arts –Transfer).

Academic Residency Requirements
In an effort to accommodate our mobile student population, Clark College has adopted a residency policy that recognizes the value of coursework completed from other institutions of higher learning.

To obtain a degree or certificate from Clark College, students are required to earn a minimum number of credits in residence at our institution. Clark College does allow students to transfer credits toward meeting degree or certificate program requirements. There is no restriction on the number of transfer credits allowed; however, students must meet the minimum in-residence credit at Clark College for their specific program.

Refer to the following information for specific requirements and restrictions for each type of program:

Bachelor Degree
A minimum of thirty (30) credits, pre-college or college level, must be completed at Clark College at any time to meet Academic Residency.

Associate Degree
A minimum of thirty (30) credits, pre-college or college level, must be completed at Clark College at any time to meet Academic Residency.

Certificate of Proficiency
A minimum of fifteen (15) credits, pre-college or college level, must be completed at Clark College at any time to meet Academic Residency.

Certificate of Achievement
A minimum of ten (10) credits, pre-college or college level, must be completed at Clark College at any time to meet Academic Residency. Non-traditional credit and credit earned through academic credit for prior learning may not be included within the minimum number of credits required.

Online Learning Degrees
For information about Clark College eLearning programs and degrees, see Online Learning Degree Programs (http://www.clark.edu/academics/eLearning/programs/)

Academic Residency Requirements for Veterans
Clark College, in compliance with the Department of Defense (DOD) Voluntary Education Partnership Memorandum of Understanding (MOU) and Executive Order 13607 of April 27, 2012, limits academic residency requirements for active-duty service members to no more than 25 percent of the degree program (22.5 credits); recognizes all credit course work offered by the institution as applicable in satisfying academic residency requirements; and allows service members to satisfy academic residency requirements with courses taken from Clark College at any time during their program of study.

Academic Honors
To be eligible for academic honors, students must have a minimum GPA of 3.4. Honors for the Associate in Arts degree and the Associate in Science – Transfer degree are based on the cumulative college-level GPA, while the Associate in Applied Science, Associate of Applied Technology and Certificate of Proficiency are based on the cumulative GPA. Honors for the Bachelor of Applied Sciences are based on program GPA. Students in the Bachelor of Applied Science and associate degree programs will earn the designation of “with honors” for a GPA of 3.4 to 3.89, and the designation of “with highest honors” for a GPA of 3.9 or higher. Certificates of Proficiency will be granted the designation of “with merit” for a GPA of 3.4 or higher (Certificates of Achievement are not eligible for honors designations). Those students participating in June ceremonies will receive recognition at the celebration based on their appropriate GPA on record at the end of winter term. If honor status changes once final grades are processed, adjustments will be made to the student record.

Distribution Coding
The following codes may be included in some course descriptions and indicate the applicability of the course toward the general education requirements of Clark College degrees and certificates. Be sure to verify which courses have been approved to meet general education requirements for your particular degree or certificate program as Distribution Coding is not universally applied.
Title IV Student Complaint Process

The Higher Education Act (HEA) prohibits an institution of higher education from engaging in a “substantial misrepresentation of the nature of its educational program, its financial charges, or the employability of its graduates.” 20 U.S.C. §1094(c)(3)(A). Further, each State must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws.” 34 C.F.R. § 600.9. The Washington State Board for Community and Technical Colleges (SBCTC) maintains a process to investigate complaints of this nature brought by community and technical college students in the State of Washington. For more information, contact the SBCTC Student Services Office at 360-704-4315.

<table>
<thead>
<tr>
<th>Code</th>
<th>General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>Written Communication Skills (AAS and CP only)</td>
</tr>
<tr>
<td>CP</td>
<td>Computational Skills</td>
</tr>
<tr>
<td>CT</td>
<td>Written Communication Skills (AAT only)</td>
</tr>
<tr>
<td>GE</td>
<td>General Elective</td>
</tr>
<tr>
<td>HA</td>
<td>Humanities Academic (A list)</td>
</tr>
<tr>
<td>HB</td>
<td>Humanities Performance (B list)</td>
</tr>
<tr>
<td>HE</td>
<td>Health</td>
</tr>
<tr>
<td>HPE</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>HR</td>
<td>Human Relations</td>
</tr>
<tr>
<td>NS</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>OC</td>
<td>Oral Communications</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Activity</td>
</tr>
<tr>
<td>PPI</td>
<td>Power, Privilege and Inequity</td>
</tr>
<tr>
<td>Q</td>
<td>Quantitative/Symbolic Reasoning</td>
</tr>
<tr>
<td>SE</td>
<td>Specified Elective</td>
</tr>
<tr>
<td>SS</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>WC</td>
<td>Written Communication Skills (Transfer only)</td>
</tr>
</tbody>
</table>
## TRANSFER DEGREE DISTRIBUTION LIST

### Transfer Degree Distribution List

**Communications [C, WC, OC]**

10 credits

Please refer to specific degree for details regarding specified communication requirements.

**Quantitative Skills/Symbolic Reasoning [Q]**

5 credits

Please refer to specific degree for details regarding specified quantitative skills requirements. If none are listed, please select from the following list.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>College Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Finite Math with Support</td>
<td>5</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Finite Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra With Support</td>
<td>5</td>
</tr>
<tr>
<td>MATH 111</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Math For Elementary Teachers</td>
<td>5</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Math For Elementary Teachers</td>
<td>5</td>
</tr>
<tr>
<td>MATH 124</td>
<td>Math For Elementary Teachers</td>
<td>5</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Calculus For Life Sciences</td>
<td>6</td>
</tr>
<tr>
<td>MATH 147</td>
<td>Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Linear Algebra</td>
<td>5</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 107</td>
<td>Math In Society (CCN)</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 148</td>
<td>Business Calculus</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 151</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 152</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 153</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 254</td>
<td>Calculus IV</td>
<td>5</td>
</tr>
<tr>
<td>PHIL&amp; 117</td>
<td>Traditional Logic</td>
<td>5</td>
</tr>
<tr>
<td>PHIL&amp; 120</td>
<td>Symbolic Logic</td>
<td>5</td>
</tr>
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</table>

**Health & Physical Education [PE/HPE]**

3 credits

**Option One**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 100</td>
<td>Food And Your Health</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>Health For Adult Living</td>
<td></td>
</tr>
<tr>
<td>HLTH 103</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 104</td>
<td>Weight And Your Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 108</td>
<td>Happiness And Your Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 206</td>
<td>Human Sexuality</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tbody>
<tr>
<td>HLTH 207</td>
<td>Women's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 208</td>
<td>Men's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Multicultural Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 212</td>
<td>Cannabis And Your Health</td>
<td></td>
</tr>
</tbody>
</table>

**PE activity**

1

**Total Credits/Units**

3

**Option Two**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 258</td>
<td>Fitness-Wellness</td>
<td>3</td>
</tr>
<tr>
<td>or HPE 266</td>
<td>Mind Body Health</td>
<td></td>
</tr>
<tr>
<td>or HPE 220</td>
<td>Occupational Wellness</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits/Units**

3

### Humanities [HA, HB]

15 credits

Select courses from at least two (2) subject areas for a minimum of fifteen (15) credits. You may include no more than ten (10) credits from any one subject area. A maximum of five (5) credits of "B" list coursework may be applied. A maximum of five (5) credits of 100-level world language can be applied.

<table>
<thead>
<tr>
<th>Department</th>
<th>HA</th>
<th>HB</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>ASL&amp; 121, ASL&amp; 122, ASL&amp; 123, ASL&amp; 221, ASL&amp; 222, ASL&amp; 223, ASL 125</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>ART 118, ART 131, ART 151, ART 172, ART 220, ART 221, ART 222, ART 223, ART 225, ART 250, ART 272, ART 274, ART 290</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>DRMA&amp; 101, DRMA 140, DRMA 141, DRMA 150, DRMA 152, DRMA 250</td>
<td></td>
</tr>
</tbody>
</table>

**Communication Studies**

| CMST & 102, CMST & 210, CMST & 220, CMST & 230, CMST 103, CMST 216 |

**Drama**

<p>| DRMA 101, DRMA 154 | DRMA 140, DRMA 141, DRMA 150, DRMA 152, DRMA 250 |</p>
<table>
<thead>
<tr>
<th>Language</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>ENGL&amp; 113, ENGL 121, ENGL 125, ENGL&amp; 114, ENGL 126, ENGL 127, ENGL&amp; 226, ENGL 128, ENGL 275, ENGL&amp; 227, ENGL 276, ENGL 277, ENGL&amp; 244, ENGL 245, ENGL&amp; 246, ENGL 254, ENGL 255, ENGL&amp; 256, ENGL 272, ENGL 273, ENGL 112, ENGL 133, ENGL 143, ENGL 145, ENGL 150, ENGL 156, ENGL 173, ENGL 175, ENGL 176, ENGL 240, ENGL 242, ENGL 243, ENGL 267, ENGL 271,</td>
</tr>
<tr>
<td><strong>Japanese</strong></td>
<td>JAPN&amp; 121, JAPN &amp; 122, JAPN&amp; 123, JAPN&amp; 221, JAPN&amp; 222, JAPN&amp; 223, JAPN 121, JAPN 133, JAPN 143, JAPN 145, JAPN 150, JAPN 156, JAPN 173, JAPN 175, JAPN 176, JAPN 240, JAPN 242, JAPN 243, JAPN 267, JAPN 271, JAPN 272, JAPN 273,</td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td>JOUR 101, JOUR 111, JOUR 121, JOUR 125, JOUR 133, JOUR 143, JOUR 150, JOUR 156, JOUR 173, JOUR 175, JOUR 176, JOUR 240, JOUR 242, JOUR 243, JOUR 267, JOUR 271, JOUR 272, JOUR 273,</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>MUSC&amp; 104, MUSC&amp; 141, MUSC&amp; 121, MUSC&amp; 122, MUSC&amp; 142, MUSC&amp; 123, MUSC&amp; 143, MUSC&amp; 221, MUSC&amp; 222, MUSC&amp; 223, MUSC&amp; 231, MUSC&amp; 232, MUSC&amp; 233, MUSC&amp; 112, MUSC 104, MUSC 106, MUSC 110, MUSC 112, MUSC 116, MUSC 120, MUSC 124, MUSC 128, MUSC 132, MUSC 136, MUSC 140, MUSC 144, MUSC 148, MUSC 152, MUSC 156, MUSC 160, MUSC 164, MUSC 168, MUSC 172, MUSC 176, MUSC 180, MUSC 184, MUSC 188, MUSC 192, MUSC 196, MUSC 200, MUSC 204, MUSC 208, MUSC 212, MUSC 216, MUSC 220, MUSC 224, MUSC 228, MUSC 232, MUSC 236, MUSC 240, MUSC 244, MUSC 248, MUSC 252, MUSC 256, MUSC 260, MUSC 264, MUSC 268, MUSC 272, MUSC 276, MUSC 280, MUSC 284, MUSC 288, MUSC 292, MUSC 296, MUSC 298, MUSC 300,</td>
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<td><strong>Philosophy</strong></td>
<td>PHIL&amp; 101, PHIL&amp; 120, PHIL 101, PHIL 105, PHIL 110, PHIL 115, PHIL 120, PHIL 125, PHIL 130, PHIL 135, PHIL 140, PHIL 145, PHIL 150, PHIL 155, PHIL 160, PHIL 165, PHIL 170, PHIL 175, PHIL 180, PHIL 185, PHIL 190, PHIL 195, PHIL 200, PHIL 205, PHIL 210, PHIL 215, PHIL 220, PHIL 225, PHIL 230, PHIL 235, PHIL 240, PHIL 245, PHIL 250, PHIL 255, PHIL 260, PHIL 265, PHIL 270, PHIL 275, PHIL 280, PHIL 285, PHIL 290, PHIL 295, PHIL 300,</td>
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<td><strong>Spanish</strong></td>
<td>SPAN&amp; 121, SPAN&amp; 122, SPAN&amp; 123, SPAN&amp; 221, SPAN&amp; 222, SPAN&amp; 223, SPAN&amp; 101, SPAN&amp; 105, SPAN&amp; 110, SPAN&amp; 115, SPAN&amp; 120, SPAN&amp; 125, SPAN&amp; 130, SPAN&amp; 135, SPAN&amp; 140, SPAN&amp; 145, SPAN&amp; 150, SPAN&amp; 155, SPAN&amp; 160, SPAN&amp; 165, SPAN&amp; 170, SPAN&amp; 175, SPAN&amp; 180, SPAN&amp; 185, SPAN&amp; 190, SPAN&amp; 195, SPAN&amp; 200, SPAN&amp; 205, SPAN&amp; 210, SPAN&amp; 215, SPAN&amp; 220, SPAN&amp; 225, SPAN&amp; 230, SPAN&amp; 235, SPAN&amp; 240, SPAN&amp; 245, SPAN&amp; 250, SPAN&amp; 255, SPAN&amp; 260, SPAN&amp; 265, SPAN&amp; 270, SPAN&amp; 275, SPAN&amp; 280, SPAN&amp; 285, SPAN&amp; 290, SPAN&amp; 295, SPAN&amp; 300,</td>
</tr>
<tr>
<td><strong>Women's Studies</strong></td>
<td>WS 101, WS 201, WS 210, WS 210, WS 210,</td>
</tr>
</tbody>
</table>

**Power, Privilege, and Inequity (PPI)**

3 credits (UPDATED 7/21/21)

Power, Privilege and Inequity required course fulfill the PPI requirement within an existing distribution area. Check course description for further distribution information.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 250</td>
<td>Women Artists Through History</td>
<td>5</td>
</tr>
<tr>
<td>EDUC&amp; 240</td>
<td>Diversity in Education</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 175</td>
<td>Introduction To LGBTQ Studies</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 176</td>
<td>Nature And The Humanities</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>Literature By Women</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 243</td>
<td>Queer Literature</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>American Multiethnic Lit</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 207</td>
<td>Women's Health</td>
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<tr>
<td>HLTH 210</td>
<td>Multicultural Health</td>
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<tr>
<td>SOC&amp; 101</td>
<td>Introduction To Sociology (Updated 7/21/21)</td>
<td>5</td>
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<tr>
<td>SOC&amp; 201</td>
<td>Social Problems: The Pursuit of Social Justice</td>
<td>5</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Domestic Violence</td>
<td>5</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Criminology And Delinquency</td>
<td>5</td>
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<tr>
<td>WS 101</td>
<td>Introduction To Women's Studies</td>
<td>5</td>
</tr>
<tr>
<td>WS 220</td>
<td>Race, Class, Gender And Sexuality</td>
<td>5</td>
</tr>
<tr>
<td>WS 225</td>
<td>Racism &amp; White Privilege In The U.S.</td>
<td>3</td>
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</tbody>
</table>

**Social Sciences [SS]**

15 credits

Select courses from at least three (3) subject areas for a minimum of fifteen (15) credits. You may include no more than ten (10) credits from any one subject area.

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Counseling</td>
<td>ACED 101</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH&amp; 204, ANTH&amp; 206, ANTH&amp; 215</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>CMST&amp; 230</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 101, ECON 110, ECON 120</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 175</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENVS 231</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 100, GEOG 102, GEOG 200, GEOG 207</td>
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<td>GEOG 205, GEOG 220, GEOG 221, GEOG 222, GEOG 223, GEOG 224</td>
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<td>History</td>
<td>HIST 126, HIST 127, HIST 128, HIST 146, HIST 147, HIST 148, HIST 215, HIST 219</td>
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<td>HIST 231, HIST 251, HIST 252, HIST 285</td>
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<tr>
<td>Political Science</td>
<td>POLS&amp; 203</td>
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<td>POLS 111, POLS 131, POLS 220, POLS 221, POLS 222, POLS 223, POLS 224, POLS 231</td>
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<td>PSYC&amp; 100, PSYC 200</td>
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<td>PSYC 102, PSYC 203</td>
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<tr>
<td>Sociology</td>
<td>SOC&amp; 101, SOC 101, SOC 121, SOC 131, SOC 161</td>
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</tbody>
</table>

**Women's Studies**

WS 101, WS 201, WS 210, WS 220, WS 225

**Natural Sciences [NS]**

15 credits

Select courses from at least two (2) subject areas for a minimum of fifteen (15) credits. You may include no more than ten (10) credits from one subject area. You must include at least one lab science.

<table>
<thead>
<tr>
<th>Department</th>
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<th>Non-Lab Course</th>
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<tr>
<td>Anthropology</td>
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<td>Astronomy</td>
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<td>Biology</td>
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<td>PHYS 233</td>
<td>PHYS 243</td>
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</table>

**Elective Requirements**

Complete a total of twenty-seven (27) credits from courses numbered 100 and above. The two areas of electives are listed below.
Specified Electives
All courses numbered 100 and above (except 199 and 290) in the departments listed below may be used to meet the Specified Elective portion of the degree (some departments have chosen specifically listed courses only or have excluded specific courses).

Specified Electives [SE] – Approved courses that apply: [C, HA, HB, HE, HPE, NS, OC, PPI, Q, SE, SS, WC] – 12 credits.

A maximum of two (2) credits in PE activity can apply toward this area.

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCT&amp; 201, ACCT&amp; 202, ACCT&amp; 203 only</td>
</tr>
<tr>
<td>Addiction Counseling</td>
<td>ACED 101 only</td>
</tr>
<tr>
<td>American Sign Language</td>
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<tr>
<td>Anthropology</td>
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<td>Art</td>
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<tr>
<td>Astronomy</td>
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<tr>
<td>Biology</td>
<td>BUS&amp; 101, BUS&amp; 201; BUS 203, BUS 204, BUS 211 only</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Communication Studies</td>
<td>Excluding CMST 280</td>
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<tr>
<td>Computer Science &amp; Engineering</td>
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<tr>
<td>Computer Technology</td>
<td>CTEC 121, CTEC 122 only</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Early Childhood Education</td>
<td>ECED&amp; 105, ECED&amp; 120</td>
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<tr>
<td>Economics</td>
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</tr>
<tr>
<td>Education</td>
<td>EDUC&amp; 201 only</td>
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<tr>
<td>Engineering</td>
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<td>English</td>
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<td>Environmental Science</td>
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<td>Forensic Science</td>
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<td>Geography</td>
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<td>Health</td>
<td>Excluding HLTH 120, HLTH 123, HLTH 124</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Excluding HPE 280, HPE 290</td>
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<td>History</td>
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<td>Human Services Substance Abuse</td>
<td>HSSA&amp; 101</td>
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<td>Japanese</td>
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<td>Journalism</td>
<td>JOUR 101, JOUR 111 only</td>
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<td>Mathematics</td>
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<td>Meteorology</td>
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<td>Music</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Sociology</td>
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</tr>
</tbody>
</table>

Spanish
Women's Studies

1 A maximum of two (2) credits in PE activity can apply toward this area.

General Electives
Any additional courses of 100 level or higher may apply. Physical Education activity credits are limited to a maximum of three (3) credits regardless of distribution area in the DTA degree.

Coursework in FLPC cannot apply to the AA degree program.

1 Many private non-profit colleges and universities have distinct general education requirements. Students should check with institution(s) they plan to attend regarding application of transfer credits that will meet general education requirements.

2 Disciplines are sometimes called “subjects” or “subject matter areas” and designated by a prefix (i.e., PHIL for Philosophy and POLS for Political Science).
TRANSFER DEGREE OVERVIEW

Associate in Arts (AA)
Associate in Arts – Major Related Program (MRP)
Associate in Fine Arts (AFA)
Associate in Science - Track 1 (AST1)
Associate in Science - Track 2 (AST2)
Associate in Applied Science - Transfer Degree (AAS-T)

"Washington 45" - List of One Year Transfer Courses

General Transfer Degree Requirements

In addition to completing all of the major or distribution area requirements, students must also:

- Complete a minimum of ninety (90) college-level credits.
- Maintain a minimum cumulative college-level grade point average (GPA) of 2.00 or higher.
- Thirty (30) credits minimum must be completed at Clark College to meet Academic Residency.

General Transfer Degree Credit Restrictions

- Cooperative Work Experience: No more than fifteen (15) credits may be applied to an associate degree.
- Course Challenge: Students may use credits earned from successful course challenges toward their degree or certificate, but the credits will not meet the academic residency requirements.
- Standardized Tests: Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and/or Cambridge International (CI): A maximum of forty-five (45) credits from Academic Credit for Prior Learning can be applied to a degree.
- Pass/Fail Grading Option: Forty-Five (45) credits maximum in courses with Pass/Fail grading option can apply toward the degree.
- Tech Prep/Direct Credit: Tech Prep/Direct Credit courses that are part of a professional program and fall into the restricted area in the DTA degree are limited to 15 credits. If Tech Prep/Direct Credit courses apply to a professional technical degree or certificate there is no limit to the number of credits that can be applied.
- Special Projects: No more than fifteen (15) credits in Special Projects will be allowed to apply towards degree or certificate requirements unless specifically outlined by a program.

General Information on the Transfer of Grades

The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. They also are not used in calculating students’ Clark grade point average (GPA). Courses completed with a grade of "D" or above shall normally be accepted in transfer (except at the Evergreen State College, where a minimum of 2.0 or "C" is required for transfer). A grade of "D-" may not apply toward a completion of a transfer degree or Bachelor of Applied Science at Clark College. Nontraditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a students is transferring, but receiving institutions shall take steps to assure all students equitable treatment.

Associate in Arts (AA)-Direct Transfer Agreement (DTA)

The Associate in Arts (AA) degree is designed for students planning to transfer to a four-year institution to pursue a bachelor's degree program. The degree, in most cases, meets the first two (2) years of general education requirements at the senior institution. There are exceptions; please check with the transfer institution for additional information. Most students transferring with the AA degree will be granted junior standing upon entry to the senior institution.

The standard Associate in Arts degree is also known as a Direct Transfer Agreement (DTA) Associate degree. The AA-DTA is a statewide agreement between the Washington State community and technical colleges and Washington State public universities, as well as some private colleges and universities. The agreement outlines transferability of coursework and standing; in most cases students who have completed an AA-DTA will also have satisfied general education requirements at the baccalaureate institution and will have junior standing. Students should review their baccalaureate institution to see if they are part of the DTA in Washington State.

AA-DTA General Education Requirements

Communication Skills [C, OC, WC]
10 credits
To fulfill the Communications Skills requirement for the AA-DTA transfer degree, students must complete ENGL& 101 for five (5) credits and another five (5) credit English composition course or take another three (3) credit English composition course and take a qualifying five (5) credit Oral Communication (OC) studies course.

Quantitative Skills/Symbolic Reasoning Skills [Q]
5 credits
To fulfill the quantitative skills requirement for the AA general transfer degree, students must complete five (5) credits of college level mathematics (Q) or symbolic reasoning (Q) coursework.

Health & Physical Education [HE, HPE, PE]
3 credits
To fulfill the Health and Physical Education requirements for the AA general transfer degree, students must complete two (2) qualifying credits for Health [HE] and one (1) credit of any college-level Physical Education [PE] activity course, or HPE 220, HPE 258 or HPE 266.

Humanities [HA, HB]
15 credits
To fulfill the Humanities requirement for the AA general transfer degree students must complete 15 credits of humanities coursework from at least two (2) subject areas. Students may include no more than ten (10) credits from any one subject area. A maximum of five (5) credits of the "B" list coursework may be applied. A maximum of five (5) credits of 100-level world language can be applied.

Social Sciences [SS]
15 credits
To fulfill the Social Science requirements for the AA general transfer degree students must complete fifteen (15) credits of social science
coursework from at least three (3) subject areas. Students may include no more than ten (10) credits from any one subject area.

**Natural Sciences [NS]**
15 credits
To fulfill the natural Sciences requirement for the AA general transfer degree students must complete fifteen (15) credits of natural science coursework from at least two subject areas. Students may include no more than ten (10) credits from one subject area. Students must include at least one (1) lab science.

**Specified Elective Requirements [SE]**
12 credits
To fulfill the Specified Elective requirements for the AA general transfer degree students must complete twelve (12) credits of Specified Electives. A maximum of two (2) credits in Physical Education (PE) activity can apply.

**General Electives [GE]**
15 credits
Additional credits may be taken at college level to reach the minimum ninety (90) credit total for the AA general transfer degree. Note: Coursework in CAP, ESL, or FLPC cannot apply to the AA transfer degree.

**Oral Communication [OC]**
Clark students must complete either CMST& 210, CMST& 220, or CMST& 230 to fulfill the Oral Communication requirement. Students may apply this course within the Humanities, Social Sciences (CMST& 230 only), or Communication Skills distribution area or count the course as a Specified or General Elective.

**College Preparation (COLL)**
Clark students must complete College 101 (COLL 101). Students may apply this course in General Electives for the AA general transfer degree.

**Power, Privilege and Inequity (PPI)**
To fulfill the Power Privilege and Inequity requirements for the AA general transfer degree students must complete three (3) credits of PPI designated coursework.

**AA-DTA General Education Credit Restrictions**
- Physical Education Activity: Three (3) credits maximum in PE activity can apply toward the degree.
- A course can apply toward the only one (1) distribution requirement (i.e. Communication Skills, Quantitative Skills/Symbolic Reasoning Skills, Humanities, Social Sciences, and Natural Sciences). The exception is for the Oral communication, College 101 and Power, Privilege and Inequity requirements, which are local degree requirements. When meeting these requirements, the same course can be applied to the degree requirement and to the distribution area.
- Excess credits earned in distribution areas (i.e. Communication Skills, Quantitative Skills/Symbolic Reasoning Skills, Humanities, Social Sciences, and Natural Sciences) can be used to fulfill Specified or General Elective Requirements.

**Associate in Arts - Major Related Programs (AA - DTA/MRP)**
To help transfer students better prepare for their junior year, two-year and four-year institutions are working together to create transfer associate degrees outlining the appropriate courses in order for students to be well prepared to enter their chosen major upon transfer. The MRP degrees follow the Direct Transfer Agreement (DTA) format of the Associate in Arts degree. The DTA/MRP pathway is applicable to students planning to prepare for the following majors at various universities in Washington. Clark College offers the following Associate in Arts – DTA/MRP¹ in:

- Biology
- Business
- Math Education
- Music
- Nursing
- Pre-Nursing

¹ For specific program requirements please see the programs section of the catalog.

**AA- DTA/MRP General Education Requirements**
The MRP degrees listed above have slightly different graduation requirements than other Clark transfer degrees because the curriculum was created via an articulation agreement between Washington two-year and four-year schools. Most notably, DTA/MRP degrees differ from the Associate in Arts degree in the following ways:

- Health and Physical Education [HE,PE,HPE] is not required;
- College Preparation (COLL 101) is not required;
- Oral Communication [OC] is not required;
- Power, Privilege and Inequity (PPI) is not required;
- Social Sciences [SS] may be completed with two (2) subject areas;
- Specific coursework is identified and required for program completion.

Clark students are encouraged to take Health and Physical Education [HPE], College 101 [COLL], Power, Privilege and Inequity [PPI], and Oral Communication [OC] courses, where appropriate, in case their degree choice changes.

**Associate in Fine Arts (AFA)**
This transfer preparation degree is designed for students planning to transfer to a senior institution to pursue a bachelor’s degree program (BA or BFA) in Fine Arts. The degree programs focus on coursework specific to the intended major area of study at the senior institution. While coursework in general education, social sciences, and natural sciences is included, additional coursework in these areas will be required at the senior institution. It is important for students to meet with program-specific advisors to determine an appropriate educational plan. The AFA does NOT adhere to the direct-transfer agreement, so students need to be aware of requirements of the receiving senior institution. Currently, Clark College offers two (2) Associate in Fine Arts degrees: Graphic Design and Studio Art. Please contact the Art Department for advising information.
**AFA General Education Requirements**

**Written Communication Skills [WC]**

5 credits

To fulfill the communication skills requirement for the AFA degree students must complete ENGL& 101 for five (5) credits. Students who complete ENGL& 101 or its equivalent at less than five (5) credits may complete the communications requirement by completing any of the courses (or their appropriate transfer equivalents) in Written Communications [WC] or Oral Communications [OC] as defined within the Associate of Arts distribution requirements.

**Quantitative Skills/Symbolic Reasoning Skills [Q]**

5 credits

To fulfill the quantitative skills requirement for the AFA degree, students must complete five (5) credits of college level mathematics.

**Health & Physical Education [HE, HPE, PE]**

3 credits

To fulfill the Health and Physical Education requirement for the AFA degree, students must complete two (2) qualifying credits of Health and one (1) credit of any college-level Physical Education [PE] activity course, or HPE 220, HPE 258 or HPE 266.

**Humanities [HA]**

5 credits

To fulfill the Humanities requirement for the AFA degree students must complete five (5) credits of coursework from the Humanities [HA] Associate of Arts distribution list. Courses must be List A courses and in a subject area other than Art. The course completed cannot be part of the AFA major requirements.

**Social Sciences [SS]**

5 credits

To fulfill the Social Science requirement for the AFA degree students must complete five (5) credits of coursework from the Social Sciences [SS] Associate of Arts distribution list. The course completed cannot be part of the AFA major requirements.

**Natural Sciences [NS]**

5 credits

To fulfill the Natural Science requirement for the AFA degree students must complete five (5) credits of coursework from the Natural Sciences Associate of Arts distribution list. The course completed must include a lab. The course completed cannot be part of the AFA major requirements.

**Major Area Requirements**

The balance of the program shall be defined by the major department and should be a minimum of 90 credits.

**Associate in Science – Transfer (AST)**

The transfer preparation degrees are designed for students planning to transfer to a senior institution to pursue a bachelor’s degree program in science and/or engineering. The degree programs focus on coursework specific to the intended major area of study at the senior institution. While coursework in general education, humanities, and Social Sciences is included, additional coursework in these areas will be required at the senior institution. It is important for students to meet with program-specific advisors to determine an appropriate educational plan.

**Associate in Science – Track 1 (AST1)**

The AST1 degree track is for students intending to transfer into programs in:

- Biological Sciences
- Chemistry
- Earth Science
- Environmental/Resources Sciences
- Geology

**AST1 General Education Requirements**

**Communication Skills [WC]**

5 credits

To fulfill the communication skills requirement for the AST1 degree students must complete ENGL& 101 for five (5) credits. Students who complete ENGL& 101 or its equivalent at less than five (5) credits may complete the communications requirement by completing any of the courses (or their appropriate transfer equivalents) in Written Communication [WC] or Oral Communications [OC] as defined within the Associate of Arts distribution requirements.

**Quantitative Skills/Symbolic Reasoning Skills**

10 credits

To fulfill the Quantitative Skills requirement for the AST1 degree students must complete MATH& 151 and MATH& 152, or Math courses that have MATH& 152 as a prerequisite.

**Health & Physical Education [HE, HPE, PE]**

3 credits

To fulfill the Health and Physical Education requirement for the AST1 degree, students must complete two (2) qualifying credits of Health [HE] and one (1) credit of any college-level Physical Education [PE] activity course, or HPE 220, HPE 258 or HPE 266.

**Humanities & Social Sciences [HA,HB, SS]**

15 credits

To fulfill the Quantitative Skills requirement for the AST1 degree students must complete five (5) credits of coursework from Humanities [HA,HB], five (5) credits of coursework from Social Sciences [SS], and an additional five (5) credits of coursework from either area for a minimum of fifteen (15) credits. Humanities and Social Sciences courses must be selected from the Associate of Arts distribution list. A maximum of five (5) credits of the “B” list coursework may be applied. A maximum of five (5) credits of the “B” list coursework may be applied.

**Pre-Major Sequence**

45 to 50 credits

All students planning to earn the AST1 degree are required to complete the following course sequences. The sequences taken are dependent on the major of the student. Sequences should be started and finished at the
same institution to ensure proper transfer. Students MUST consult with intended transfer school to select sequences.

**Chemistry Sequence**

15 credits

To fulfill the chemistry sequence requirement students may take either:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 141 &amp; CHEM&amp; 151</td>
<td>General Chemistry I and General Chemistry Laboratory I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 142 &amp; CHEM&amp; 152</td>
<td>General Chemistry II and General Chemistry Laboratory II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 143 &amp; CHEM&amp; 153</td>
<td>General Chemistry III and General Chemistry Laboratory III</td>
<td>6</td>
</tr>
</tbody>
</table>

**Option Two**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM&amp; 241 &amp; CHEM&amp; 251</td>
<td>Organic Chemistry I and Organic Chemistry Laboratory I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 242 &amp; CHEM&amp; 252</td>
<td>Organic Chemistry II and Organic Chemistry Laboratory II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM&amp; 243 &amp; CHEM&amp; 253</td>
<td>Organic Chemistry III and Organic Chemistry Laboratory III</td>
<td>6</td>
</tr>
</tbody>
</table>

**Biology or Physics Sequence**

5 credits

To fulfill the biology or physics sequence requirement students may take either:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL&amp; 222</td>
<td>Majors Cell/Molecular</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 221</td>
<td>Majors Ecology/Evolution</td>
<td>5</td>
</tr>
<tr>
<td>BIOL&amp; 223</td>
<td>Majors Organismal Phys</td>
<td>5</td>
</tr>
</tbody>
</table>

**Option Two**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS&amp; 124 &amp; PHYS&amp; 134 &amp; PHYS 91 &amp; PHYS 92</td>
<td>General Physics Lab I and General Physics I and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 125 &amp; PHYS&amp; 135 &amp; PHYS 92</td>
<td>General Physics Lab II and General Physics II and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 126 &amp; PHYS&amp; 136 &amp; PHYS 93</td>
<td>General Physics Lab III and General Physics III and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 241 &amp; PHYS&amp; 231 &amp; PHYS 94</td>
<td>Engineering Physics I and Engineering Phys Lab I and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 242 &amp; PHYS&amp; 232 &amp; PHYS 95</td>
<td>Engineering Physics II and Engineering Phys Lab II and Physics Calculations</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Please note that PHYS 91, PHYS 92, PHYS 93, PHYS 94, PHYS 95, and PHYS 96 do not count toward the credit total for transfer degrees (AST1, AST2, DTAMRP or AADTA) degrees.

**Additional Mathematics Courses**

5 credits

To fulfill the additional mathematics requirement students may take either:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat or MATH&amp; 153 Calculus III</td>
<td>5</td>
</tr>
</tbody>
</table>

Students should consult with intended transfer school to select correct path.

**Science Electives**

10 to 15 credits

Complete an additional ten (10) to fifteen (15) credits (preferably in a two or three-term sequence) in physics, geology, organic chemistry, biology or mathematics consisting of courses normally taken for science majors to better prepare for major.

**Electives**

Students should complete sufficient additional college-level credits so that total credits earned is at least 90 term credits. These remaining courses may include prerequisites for major courses, additional major coursework, or specific general education or other university requirements, as approved by the advisor.

**Associate in Science – Track 2 (AST2)**

Associate in Science – Track 2 is for students intending to transfer into programs in:

**AST2 - Concentration Options**

- Atmospheric Science
- Computer Science
- Engineering
- Physics

**AST2 – MRP**

- Bioengineering and Chemical Engineering
- Computer and Electrical Engineering
- Mechanical/Civil/Aeronautical/Industrial/Materials Science Engineering

**General Education Requirements**

**Communication Skills [WC]**

5 credits

To fulfill the communication skills requirement for the AST1 degree students must complete ENGL& 101 for five (5) credits. Students who complete ENGL& 101 or its equivalent at less than five (5) credits
may complete the communications requirement by completing any of the courses (or their appropriate transfer equivalents) in Written Communication [WC] or Oral Communications [OC] as defined within the Associate of Arts distribution requirements.

**Quantitative Skills/Symbolic Reasoning Skills**
10 credits

To fulfill the Quantitative Skills requirement for the AST2 degree students must complete MATH& 151 and MATH& 152, or Math courses that have MATH& 152 as a prerequisite.

**Health & Physical Education [HE, HPE, PE]**
3 credits

To fulfill the Health and Physical Education requirement for the AST2 degree, students must complete two (2) qualifying credits of Health [HE] and one (1) credit of any college-level PE [PE] activity course, or HPE 220, HPE 258 or HPE 266.

**Humanities & Social Sciences [HA,HB, SS]**
15 credits

To fulfill the Quantitative Skills requirement for the AST2 degree students must complete five (5) credits of coursework from Humanities [HA,HB], five (5) credits of coursework from Social Sciences [SS], and an additional five (5) credits of coursework from either area for a minimum of fifteen (15) credits. Humanities and Social Sciences courses must be selected from the Associate of Arts distribution list. A maximum of five (5) credits of “B” list coursework may be applied.

**Pre-Major Sequence**
25 credits

All students planning to earn the Associate in Science – Track 2 degree are required to complete the following course sequences. Please note that there are different sequences for Engineering and Non-engineering majors. The sequences taken are dependent on the major of the student. Sequences should be started and finished at the same institution to ensure proper transfer. Students MUST consult with faculty or advising staff to pick the correct sequences.

**Physics Sequence**
15 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS&amp; 124 &amp; PHYS&amp; 134 &amp; PHYS 91</td>
<td>General Physics Lab I and General Physics I and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 125 &amp; PHYS&amp; 135 &amp; PHYS 92</td>
<td>General Physics Lab II and General Physics II and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 126 &amp; PHYS&amp; 136 &amp; PHYS 93</td>
<td>General Physics Lab III and General Physics III and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 232 &amp; PHYS&amp; 242 &amp; PHYS 95</td>
<td>Engineering Phys Lab I and Engineering Physics I and Physics Calculations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 233 &amp; PHYS&amp; 243 &amp; PHYS 96</td>
<td>Engineering Phys Lab II and Engineering Physics II and Physics Calculations</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Please note that PHYS 091, PHYS 092, PHYS 093, PHYS 94, PHYS 95, AND PHYS 96 do not count toward the credit total for transfer degrees (AST1, AST2, DTAMRP or AADTA) degrees.
2 Calculus based required for engineering majors.

**Chemistry with Lab**
5 credits

CHEM& 141, CHEM& 151 (required for engineering majors); other majors should select 5 credits of science based on specific faculty or program advising.

**Additional Mathematics Coursework**
5 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction To Stat</td>
<td>5</td>
</tr>
<tr>
<td>or MATH&amp; 153</td>
<td>Calculus III</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Requirements**
35 credits

Students are again advised to consult with an advisor to ensure that the courses selected are the best fit for their major and transfer intent. Sequences should be started and finished at the same institution.

Engineering Majors should choose from the courses listed below, in consultation with an advisor, based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend:

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>CSE 101, CSE 120, CSE 121, CSE 215, CSE 222, CSE 223, CSE 224, CSE 290</td>
</tr>
<tr>
<td>Engineering</td>
<td>ENGR&amp; 104, ENGR&amp; 215, ENGR&amp; 204, ENGR&amp; 214, ENGR&amp; 224, ENGR&amp; 225</td>
</tr>
<tr>
<td></td>
<td>ENGR 101, ENGR 107, ENGR 109, ENGR 113, ENGR 115, ENGR 120, ENGR 121, ENGR 150, ENGR 221, ENGR 239, ENGR 240, ENGR 250, ENGR 252, ENGR 253, ENGR 270, ENGR 280</td>
</tr>
<tr>
<td>Math</td>
<td>MATH&amp; 254</td>
</tr>
<tr>
<td></td>
<td>MATH 215, MATH 221</td>
</tr>
</tbody>
</table>
Non-engineering Majors should choose from the courses listed below, in consultation with an advisor, based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend:

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL&amp; 100, BIOL&amp; 221, BIOL&amp; 222, BIOL&amp; 223, BIOL&amp; 251, BIOL&amp; 252, BIOL&amp; 253, BIOL&amp; 260, BIOL 101, BIOL 164, BIOL 165, BIOL 167, BIOL 208, BIOL 224</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>CSE 120, CSE 121, CSE 215, CSE 222, CSE 223, CSE 224, CSE 290</td>
</tr>
<tr>
<td>Engineering</td>
<td>ENGR&amp; 104, ENGR&amp; 215, ENGR&amp; 204, ENGR&amp; 214, ENGR&amp; 224, ENGR&amp; 225, ENGR 101, ENGR 107, ENGR 109, ENGR 113, ENGR 115, ENGR 120, ENGR 121, ENGR 150, ENGR 221, ENGR 239, ENGR 240, ENGR 250, ENGR 252, ENGR 253, ENGR 270, ENGR 280</td>
</tr>
<tr>
<td>Enviromental Science</td>
<td>ENVS&amp; 101, ENVS 109, ENVS 218</td>
</tr>
<tr>
<td>Math</td>
<td>MATH&amp; 153, MATH&amp; 254, MATH 215, MATH 221</td>
</tr>
</tbody>
</table>

1 The pre-calculus courses (MATH 103, MATH 110, and/or MATH 111) might also be used as electives if these courses had to be taken in preparation for the calculus sequence.

**Washington 45** – List of One Year Transfer Courses

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II or any Major Related Program agreement, nor will it guarantee admission to a four-year institution. A student who completes courses selected from within the general education categories listed below at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 term credits toward general education requirement(s) at any other public and most private higher education institutions in the state.¹ For transfer purposes, a student must have a minimum grade of C or better (2.0 or above) in each course completed from this list. Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor, and professional programs. *First
Meet academic residency requirements as follows:

- Complete a minimum number of credits in specified curriculum:
  - Associate Degree: Ninety (90) credits minimum
  - Associate in Applied Sciences (AAS): Students must complete the courses listed in their career plan, plus electives as needed to meet the ninety (90) credit requirement. Most occupational programs require more than fifty-nine (59) credits of specific requirements.
  - Associate in Applied Technology (AAT): Students must complete the courses listed in their career plan, plus electives as needed to meet the ninety (90) credit requirement. All Associate in Applied Technology degree programs require at least seventy-five (75) credits of major-related requirements.
  - Certificate of Proficiency: Forty-five (45) credits minimum
  - Certificate of Achievement: Twenty-one (21) credits minimum
  - Maintain a minimum cumulative grade point average (GPA) of 2.0 or higher

Meet academic residency requirements as follows:

- Associate Degree: Thirty (30) credits minimum must be completed at Clark College.
- Certificate of Proficiency: Fifteen (15) credits minimum must be completed at Clark College.
- Certificate of Achievement: Ten (10) credits minimum must be completed at Clark College.
- Earn a grade of "C" (2.0) or higher in each major area requirement and specifically listed courses unless otherwise noted in the department requirements for all courses taken at Clark College.

### General Credit Restrictions

- Physical Education Activity: Three (3) credits maximum in PE activity can apply toward an associates degree.
- Academic Credit for Prior Learning: A maximum of sixty (60) credits from AP, IB, CLEP, course challenges, or industry certification credits can be applied to a degree. Credit by Challenge coursework will meet academic residency requirements.
- College Level Examination Program (CLEP): Students may request up to fifteen (15) CLEP credits to be applied to a degree. Credits will be used to fulfill general elective requirements only.
- Tech Prep/Direct Credit: Tech Prep/Direct Credit courses that are part of a professional program and fall into the restricted area in the DTA degree are limited to 15 credits. If Tech Prep/Direct Credit courses apply to a professional technical degree or certificate, there is no limit to the number of credits that can be applied.
- Cooperative Work Experience: No more than fifteen (15) credits may be applied to an associate degree.
- Special Projects: No more than fifteen (15) credits in Special Projects will be allowed to meet degree or certificate requirements unless specifically outlined by the program.
- Military Experience: Credits may be earned by previous military experience, but cannot exceed twenty five percent (25%) of the degree or certificate. Please contact the Credentials Evaluations Office at Clark College for further information.
- Pass/Fail Grading Option: Sixty (60) credits maximum in courses with Pass/Fail grading option for an associate degree.

### General Information

For Associate in Applied Science degrees, General Education courses are restricted to two (2) distribution areas in the general education area of the degree.

### General Education Requirements

Note: Some specific requirements of a program may also meet the General Education requirements.

### Communication Skills [CA, CT]

<table>
<thead>
<tr>
<th>Department</th>
<th>AAS - 6 credits/units minimum (CA)</th>
<th>AAT - 5 credits/units minimum (CT)</th>
<th>CP - 3 credits/units minimum (CA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>BUS 107, BUS 211</td>
<td>BUS 107, BUS 211</td>
<td>BUS 107, BUS 211</td>
</tr>
<tr>
<td>Communication</td>
<td>CMST&amp; 210, CMST&amp; 220, CMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>ENGL 99, ENGL 108, ENGL 110</td>
<td>ENGL&amp; 101, ENGL&amp; 235</td>
<td>ENGL 99, ENGL 108, ENGL 110</td>
</tr>
<tr>
<td>Management</td>
<td>MGMT 107</td>
<td></td>
<td>MGMT 107</td>
</tr>
<tr>
<td>Professional</td>
<td>PTWR 135</td>
<td>PTWR 135</td>
<td>PTWR 135</td>
</tr>
<tr>
<td>Technical Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Communication Studies courses cannot be counted toward the first three (3) credits of Communication Skills [CA,CT].
Note: Pharmacy Technician students may meet the Communication Skills requirement by achieving the following:

Placement into ENGL& 101.

**Health & Physical Education [HE, HPE, PE, PEDNC, PEMAR] - 3 credits**

Select three credits/units from either Option One or Option Two:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 100</td>
<td>Food And Your Health</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>Health For Adult Living</td>
<td></td>
</tr>
<tr>
<td>HLTH 103</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 104</td>
<td>Weight And Your Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 108</td>
<td>Happiness And Your Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 206</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>HLTH 207</td>
<td>Women's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 208</td>
<td>Men's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Multicultural Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 212</td>
<td>Cannabis And Your Health</td>
<td></td>
</tr>
</tbody>
</table>

**Option One**

Select two credits/units from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 207</td>
<td>Women's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 208</td>
<td>Men's Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Multicultural Health</td>
<td></td>
</tr>
</tbody>
</table>

Select one from the following:

- College-level Physical Activity course

**Option Two**

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 220</td>
<td>Occupational Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPE 258</td>
<td>Fitness-Wellness</td>
<td></td>
</tr>
<tr>
<td>HPE 266</td>
<td>Mind Body Health</td>
<td></td>
</tr>
</tbody>
</table>

**Computational Skills [CP]**

<table>
<thead>
<tr>
<th>Department</th>
<th>AAS - 3 credits/units minimum</th>
<th>AAT - 5 credits/units minimum</th>
<th>CP - 3 credits/units minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>AH 261</td>
<td>AH 261</td>
<td>AH 261</td>
</tr>
<tr>
<td>Business</td>
<td>BUS 102, BUS 150</td>
<td>BUS 102, BUS 150</td>
<td>BUS 102, BUS 150</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>CSE 121, CSE 222, CSE 223, CSE 224</td>
<td>CSE 121, CSE 222, CSE 223, CSE 224</td>
<td>CSE 121, CSE 222, CSE 223, CSE 224</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>CTEC 121</td>
<td>CTEC 121</td>
<td>CTEC 121</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All MATH/ MATH&amp; courses numbered 30 or higher EXCEPT MATH 199 or MATH 290</td>
<td>All MATH/ MATH&amp; courses numbered 100 or higher EXCEPT MATH 199 or MATH 290</td>
<td>All MATH/ MATH&amp; courses numbered 030 or higher EXCEPT MATH 199 or MATH 290</td>
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<tr>
<td>Professional Technical Computer Skills</td>
<td>PTCS 110</td>
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**Humanities [HA, HB] - 3 credits for AAS only**

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<thead>
<tr>
<th>Department</th>
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<th>HB</th>
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<tbody>
<tr>
<td>American Sign</td>
<td>ASL&amp; 121, ASL&amp; 122</td>
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<td>Language</td>
<td>ASL 123, ASL&amp; 221, ASL&amp; 222, ASL&amp; 223</td>
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<td>ART 101, ART 103, ART 104, ART 105, ART 110, ART 117, ART 118, ART 123, ART 124, ART 125, ART 173, ART 174, ART 180, ART 181, ART 182, ART 189, ART 190, ART 191, ART 203, ART 204, ART 208, ART 257, ART 258, ART 259, ART 260, ART 261, ART 262, ART 270, ART 271, ART 273, ART 274, ART 290</td>
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CMST& 102, CMST& 210, CMST& 220, CMST& 230
CMST 216

Drama
DRMA& 101
DRMA 154

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MUSC 104, MUSC 141, MUSC 142, MUSC 143, MUSC 231, MUSC 232, MUSC 233
MUSC& 101, MUSC& 106, MUSC& 110, MUSC& 115, MUSC& 137, MUSC& 138, MUSC& 139, MUSC& 150, MUSC& 151, MUSC& 152, MUSC& 153, MUSC& 154, MUSC& 155, MUSC& 157, MUSC& 171, MUSC& 172, MUSC& 173, MUSC& 174, MUSC& 175, MUSC& 180, MUSC& 181, MUSC& 182, MUSC& 183, MUSC& 184, MUSC& 185, MUSC& 186, MUSC& 193, MUSC& 195, MUSC& 196, MUSC& 197, MUSC& 201, MUSC& 202, MUSC& 210, MUSC& 216, MUSC& 221, MUSC& 222, MUSC& 223

Philosophy
PHIL& 101, PHIL& 120

Spanish
SPAN& 121, SPAN& 122, SPAN& 123, SPAN& 150, SPAN& 221, SPAN& 222, SPAN& 223, SPAN 141

Women's Studies
WS 101, WS 201, WS 210

Social Sciences [SS] - 3 credits for AAS only

Department | Courses
--- | ---
Addiction Counseling | ACED 101
Anthropology | ANTH& 204, ANTH& 206, ANTH& 215
Communication Studies | CMST& 230
Economics | ECON& 201, ECON& 202
English | ENGL 175
Environmental Science | ENVS 231
Geography | GEOG& 100, GEOG& 102, GEOG& 200, GEOG& 207, GEOG 205
History | HIST& 126, HIST& 127, HIST& 128, HIST& 146, HIST& 147, HIST& 148, HIST& 215, HIST 231, HIST 251, HIST 252
Political Science | POLS& 203
Psychology | PSYC& 100, PSYC& 200, PSYC 203
Sociology | SOC& 101, SOC& 201, SOC 121, SOC 131, SOC 220
Women's Studies | WS 101, WS 201, WS 210, WS 220, WS 225

Natural Sciences [NS] - 3 credits for AAS only

Department | Lab Course | Non-Lab Course
--- | --- | ---
Anthropology | ANTH& 215 | ANTH& 245
Astronomy | ASTR& 101 |
### Biology
- BIOL 100, BIOL 160, BIOL 140, BIOL 221, BIOL 222, BIOL 223, BIOL 241, BIOL 242, BIOL 251, BIOL 252, BIOL 253, BIOL 260
- BIOL 101, BIOL 105, BIOL 150, BIOL 165, BIOL 208, BIOL 224

### Chemistry
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- CHEM 95

### Engineering
- ENGR 104

### Environmental Science
- ENVS 101, ENVS 218

### Geology
- GEOL 101, GEOL 103
- GEOL 102, GEOL 218

### Meteorology
- METR 101

### Nutrition
- NUTR 101

### Physical Science
- PHSC 101, PHSC 102, PHSC 104, PHSC 110, PHSC 106

### Physics
- PHYS 101, PHYS 124, PHYS 125, PHYS 126, PHYS 231, PHYS 232, PHYS 233
- PHYS 100, PHYS 134, PHYS 135, PHYS 136, PHYS 241, PHYS 242, PHYS 243
- PHYS 90

## Certificate of Achievement (CA)

The Certificate of Achievement is designed for students who wish to receive specialized occupational training for a specialized career objective requiring less than forty-five (45) credits, but more than twenty (20) credits. Students must maintain a cumulative grade point average (GPA) of 2.00 or better. Students are required to complete a minimum of ten (10) credits at Clark College to meet the Academic Residency requirement.

## Certificate of Completion (CC)

The Certificate of Completion is designed for students who wish to gain entry-level skills or for those who wish to upgrade their skills in a short period of time. Certificates of Completion typically consist of three to four courses, requiring twenty (20) or less credits. They are awarded by the department with the approval of the program advisory committee and the Office of Instruction. The courses can be taken simultaneously or individually as your schedule allows. These certificates are not awarded a standard Clark College diploma.
General Degree Requirements

Except for the BAS in Dental Hygiene, in addition to completing a two year degree (AA, AFA, AAS, AAT, AAS-T, AST1, AST2) students must also:

Complete all of the major or distribution area requirements:

- Complete a minimum of one hundred and eighty (180) college-level credits
- Minimum of sixty (60) upper division (300 or 400 level) credits
- Maintain a minimum cumulative college-level grade point average (GPA) of 2.00 or higher
- Thirty (30) credits minimum must be completed at Clark College to meet Academic Residency.

General Degree Credit Restrictions

- Academic Credit for Prior Learning: No more than forty-five (45) credits of can be applied to the Associate of Arts, Associate in Science Tracks 1 & 2, and Bachelor of Applied Science Degrees. This includes any combination of credits earned through Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (CIE), course challenges, or industry certifications.
- Course Challenge: Students may use credits earned from successful course challenges toward their degree or certificate, and the credits will apply towards academic residency requirements.
- Pass/Fail Grading Option: Sixty (60) credits maximum in courses with Pass/Fail grading option can apply toward the degree.
- Tech Prep/Direct Credit: Tech Prep/Direct Credit courses that are part of a professional program and fall into the restricted area in the DTA degree are limited to 15 credits. If Tech Prep/Direct Credit courses apply to a professional technical degree or certificate there is no limit to the number of credits that can be applied.
- Special Projects: No more than fifteen (15) credits in Special Projects will be allowed toward the Bachelor of Applied Science (BAS) degree.

General Information on the Transfer of Grades

The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. They also are not used in calculating students’ Clark grade point average (GPA). Courses completed with a grade of "D" or above may be accepted in transfer. A grade of "D-" may not apply toward a completion of a Bachelor of Applied Science at Clark College. Nontraditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a student is transferring, but receiving institutions shall take steps to assure all students equitable treatment.

General BAS Degree Requirements

1. Students must earn a cumulative grade point average (GPA) of at least 2.0, as calculated by the degree awarding institution. Please refer to specific program for additional GPA requirements.

2. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 term hours of credit.

Basic Requirements

Communication Skills

(10 credits)

Must include at least two communication courses to include a minimum of one English composition course; e.g. ENGL&101. Remaining credits may be an additional composition course or designated writing-intensive courses or courses in basic speaking skills (e.g. speech, rhetoric, or debate).

Quantitative/Symbolic Reasoning Skills

(5 credits)

- Five (5) credits of college level mathematics (a course with a Mathematics prefix numbered 100 or above) that furnishes the quantitative skills required in the commonly recognized educational transfer pathways toward a baccalaureate degree. Accepted courses in these pathways are: Pre-calculus or higher, Mathematics for Elementary Education, Business Pre-calculus/Finite Mathematics, Statistics, and Math in Society;

- or -

- Five (5) credits of a symbolic logic course that focuses on (a) sentence logic with proofs and (b) predicate logic with quantifiers and proofs and/or Aristotelian logic with Venn Diagrams.

Distribution Requirements

Humanities

(10 credits)

A maximum of five (5) credits of List B (performance) Humanities coursework can be applied. A maximum of five (5) credits of 100-level world language can be applied.

Social Science

(10 credits)

Natural Sciences

(10 credits)

At least five (5) credits in physical, biological and/or earth sciences. Shall include at least one laboratory course.

Additional General Education Courses

(15 credits)

Remaining general education courses needed to achieve the required 60 credits shall be selected from the Basic and Distribution Requirements listed above.

300 and 400 Level General Education Courses

In addition to 100/200 level courses, colleges may elect to develop 300/400 level general education courses that best suit the curriculum needed of the baccalaureate degree. These courses must be selected from the Basic and Distribution Requirements listed above. Students who are enrolled in a combination of upper and lower division courses will be charged for all upper and lower credits based on the upper division tuition schedule.
Refer to the specific degree requirements for further information.

**Transfer in General Education Requirements**

Students who have earned a baccalaureate degree from an institution accredited by one of the following agencies:

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

will have met the general education requirements (basic and distribution areas) for an applied baccalaureate degree from a Washington State community or technical college. Students must still complete program-specific general education degree requirements if not otherwise satisfied.
PROCEDURE FOR REQUESTING AP CREDITS

Currently recognized AP examinations and their direct equivalencies are listed below. For any AP test that is not listed below, a score of 3 or better must be earned in order to receive 5 credits of Specified Electives. Credit is posted with an "S" grade at the end of the quarter for which the score report was received, once a transcript record has been established. No credits will be awarded for an examination if the student has already earned credit in a duplicate course; a maximum of sixty (60) credits in AP coursework can apply towards degree/certificate requirements.

Students should have an official copy of their AP scores sent to Clark College, Attn: Credential Evaluations/GHL 108, 1933 Fort Vancouver Way, Vancouver, WA 98663. Once scores are received and reviewed, an email will be sent to the student at the Clark College student email address regarding the credits to be awarded. AP credits are posted to the transcript at the end of the quarter in which the scores were submitted as long as the student is enrolled in that quarter.
Clark College recognized the International Baccalaureate (IB) program as a coherent, challenging course of study and responds individually to each participant's petition for granting of college credit. Students may be awarded credit for completing individual areas of study within the program. Credit is posted with an "S" grade at the end of the quarter for which the score report was received, once a transcript record has been established. No credits will be awarded for an examination if the student has already earned credit in a duplicate course; a maximum of forty-five (45) credits in IB coursework can apply towards BAS, AA, or AST degree requirements.

Once scores are received and reviewed, an email will be sent to the student at the Clark College student email address regarding the credits to be awarded. IB credits are posted to the transcript at the end of the term in which the scores were submitted as long as the student is enrolled in that term.

Students should have an official copy of their IB scores sent to:

Clark College
Attn: Enrollment Services/GHL 128
1933 Fort Vancouver Way
Vancouver, WA 98663

For a current list of available courses and available credit, please visit the Credential Evaluations website at: http://www.clark.edu/enroll/advising-services/credential-evaluation/placement.php

Advanced Placement (AP)
360-992-2805

Clark College grants credit for completion of the College Board's Advanced Placement (AP) examinations. AP is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity to take college-level courses in a high school setting. AP courses are taught by high school teachers, following course guidelines developed and published by the College Board. Students who participate in the program gain college-level skills and also earn college credit. Credit is posted with an "S" grade at the end of the quarter for which the score report was received, once a transcript record has been established. No credits will be awarded for an examination if the student has already earned credit in a duplicate course; a maximum of forty-five (45) credits in AP coursework can apply towards BAS, AA, or AST degree requirements.

Once scores are received and reviewed, an email will be sent to the student at the Clark College student email address regarding the credits to be awarded. AP credits are posted to the transcript at the end of the term in which the scores were submitted as long as the student is enrolled in that term.

Students should send an official copy of their AP scores to:

Clark College
Attn: Enrollment Services/GHL 128
1933 Fort Vancouver Way
Vancouver, WA 98663

For a current list of available courses and available credit, please visit the Credential Evaluations website at: http://www.clark.edu/enroll/advising-services/credential-evaluation/placement.php

Where to Get AP Scores
The College Board: Advanced Placement Program
PO Box 6671
Princeton, NJ 08541-6671
Phone: 609-771-7300
TTY: 609-882-4118
www.collegeboard.org (https://www.collegeboard.org/)

Cambridge International (CI)
360-992-2805

Clark College will grant a minimum elective credit for each Cambridge International Examination for A-level exam with a passing grade for approved examinations. Credit will be awarded on the basis of official Cambridge International Examination results, not transcript notation. Duplicate credit for the same subject taken on different exams will not be granted. Credit is posted with an "S" grade at the end of the quarter for which the score report was received, once a transcript record has been established. No credits will be awarded for an examination if the student has already earned credit in a duplicate course; a maximum of forty-five (45) credits in CI coursework can apply towards BAS, AA, or AST degree requirements.

Once scores are received and reviewed, an email will be sent to the student at the Clark College student email address regarding the credits to be awarded. CI credits are posted to the transcript at the end of the term in which the scores were submitted as long as the student is enrolled in that term.

Students should send an official copy of their CI scores to:

Clark College
Attn: Enrollment Services/GHL 128
1933 Fort Vancouver Way
Vancouver, WA 98663
CREDIT HOURS AND CREDIT LOAD

320.001 Credit Hours and Credit Load

The State Board for Community and Technical Colleges has established rules for how community and technical colleges determine course credit hours. These rules are based on the type of instructor contact hours and the ratio of those hours to the number of weeks in a quarter. "Credit hours" are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out of class preparation. Clark College uses these rules to establish credit hours assigned to each course offered by the College. Credit loads are determined based on the credit hours for which a student enrolls.

Faculty members are charged with assessing student learning outcomes associated with course credit.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter of credit, or the equivalent amount of work over a different time; or
2. At least an equivalent amount of work as required in the above paragraph for other academic activities as established by the institution, including laboratory work, internships, practical’s, studio work, and other academic work leading to the award of credit hours.

The following definitions have been established to guide instructional practice, with each definition equating to a minimum of three weekly hours of student’s effort per credit.

Credit hours for three categories of instruction are:

- **Theory:** Students are engaged with faculty and class members in learning theoretical material and/or engaging in activities to apply the theory leading to mastery of course outcomes. Modes of instructional delivery could include but are not limited to: lecture, small group discussion, guided conversation, demonstration, case studies, role-playing, problem based inquiry, and collaborative activities. Instruction may be a mix of presentation, facilitation, and guided activities evidenced by frequent ongoing communication between instructor and students. Such activities could take place in a variety of instructional modalities. One credit is generated by one weekly contact hour of instruction or the equivalent amount of work over a different amount of time. Generally requires out-of-class student effort, typically two hours per class hour.

- **Guided Practice:** Students are actively engaged in practicing and mastering skills under the supervision of the instructor. This category of instruction could include but are not limited to labs, studios, shops, clinical experiences, computer-mediated learning, hands-on projects, or other skill building activities. Instruction may be individualized or group-focused and include skills assessment. Such activities could take place in a variety of instructional modalities. One credit is generated by two weekly contact hours of instruction or the equivalent amount of work over a different amount of time. May also include out-of-class student effort, typically one hour per two class hours.

- **Field-Based Experience:** Students are engaged in autonomous study or related work activity under the intermittent supervision of the instructor. This mode includes working with or under the direction of professional practitioners and may include preceptorships, co-ops, internships, or service learning activities. Verification of learning outcomes is documented by college faculty in collaboration with professional practitioners. One credit is generated by a minimum of three weekly contact hours of supervised learning experience. Programs may determine that additional hours are needed for the student learning needs. However, only one credit will be generated for enrollment counting purposes.

All instructional modalities use the credit hour determination provided above. Credit hours for all instructional modalities are determined based on the equivalence of credit hours to the Clark College’s traditional face-to-face courses. Listed below are all instructional modalities Clark College provides, including modalities Clark aims to provide:

- **Contact hours in online, hybrid and competency-based classes may vary from more traditional face-to-face classes. Students should demonstrate equivalent learning outcomes regardless of instructional modality.**

- **Traditional (face-to-face) classes**

  Students and instructors meet together for a certain number of hours, in a classroom and on a regular weekly schedule.

- **Online classes**

  Online classes consist entirely of online elements with no face-to-face component. Some online classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced. The number of credits offered in an online course is based on equivalency of learning outcomes of face-to-face modality.

- **Hybrid classes**

  Hybrid classes combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions and group projects. The number of credits offered within a hybrid course is based on equivalency of learning outcomes of face-to-face modality.

- **Flipped classes**

  The flipped classroom reverses the traditional educational arrangement by delivering instructional content outside of the classroom, often online. Students spend classroom time actively engaging in concepts to clarify and apply the knowledge, under the guidance of the instructor. Credits are awarded based on learning outcomes earned equal to those offered within face-to-face modality.

- **Competency-based education**

  Competency-based education (CBE) allows students to earn credit based on their proven mastery of a subject rather than classroom time. The number of credits offered within a CBE course is based on equivalency of learning outcomes of face-to-face modality. CBE courses are offered within the quarter system. A week of instruction within the CBE courses are any seven-day period in which the institution makes available to the students enrolled in the CBE program the instructional materials and faculty support to enable the student to engage in an educational activity. CBE courses are faculty led with weekly consultations with...
faculty members to discuss academic course content in addition to assessments of learning.

Exceptions are noted in the quarterly schedule (some classes are not scheduled in the usual College class periods.)

This policy will be reviewed by Executive Cabinet according to the program review policy schedule.
COLLEGE INFORMATION

- History (p. 306)
- Accreditation (p. 307)
- College Assessment (p. 308)
- Student Rights and Responsibilities (p. 309)
- Nondiscrimination and Equity (p. 310)
- Behavioral Intervention and Threat Assessment (BITA) (p. 311)
- Notification of Students' Rights Under the Family Educational Rights and Privacy Act (p. 312)
- Limitation of Liability (p. 313)
- Graduation Rates (p. 314)
- Equity in Athletics (p. 315)
- Consumer Information (p. 316)
- Locations and Campuses (p. 317)
In the midst of the Great Depression, a group of educators boldly embraced a dream of higher education for Southwest Washington. That dream became reality when Clark College was founded as a private junior college in 1933.

The college was originally located in Vancouver’s historic Hidden House, where it remained through 1937. During the next two decades, the college was housed at four different locations. In 1951, the college launched an evening program in the Applied Arts Center, the first building on the current 101-acre campus in Vancouver’s Central Park.

Initial accreditation was granted during the 1936-37 academic year following a visit by professors from the University of Washington. In 1948, the college first received accreditation from the organization known as the Northwest Association of Secondary and Higher Schools. Today, that organization is known as the Northwest Commission on Colleges and Universities (NWCCU). Since its first accreditation in 1937, through periodic reviews, Clark College has remained accredited throughout its history.

Clark College first received state financial support in 1941. Five years later, the college was placed under the general supervision of the State Board of Education, with the Vancouver School Board serving as its policy-making body.

In 1967, the Washington State Legislature created a state system of community college districts. Clark College, in District No. 14, is one of 34 Washington community and technical colleges, and serves residents of Clark, Skamania and west Klickitat counties. The college is governed by a five-member board of trustees appointed by the Governor.
ACCREDITATION

Clark College is accredited by the Northwest Commission on Colleges and Universities \(^1\) (8060 165th Avenue NE, Suite 100, Redmond, WA 98052), a regional institutional accrediting agency recognized by the Secretary of the U.S. Department of Education.

Types of Accreditation

There are three types of accreditation in the United States: institutional, national, and specialized or programmatic. On July 1, 2020, the United States Department of Education’s (USDE) regulations eliminated the designation of regional accreditor and, thus, the seven regional accreditors, such as NWCCU, are now referred to as institutional accreditors.

- An institution may not be accredited by more than one institutional accrediting agency. It may, however, be accredited by an institutional accreditor and a national accreditor and/or have one or more of its academic programs accredited by specialized or programmatic accrediting agencies.

- Students attending accredited institutions may be eligible to apply for U.S. federal financial aid. Accreditation also helps ensure that credits and degrees are generally recognized for purposes of transfer, admission to other institutions, and employment.

- In many countries, the maintenance of educational standards is a governmental function; in the U.S., in contrast, accreditation is peer-driven and accrediting organizations are funded by the dues paid by member institutions. Review teams predominantly comprising experts and representatives from similar institutions evaluate an institution for initial accreditation or reaffirmation of accreditation.

- No institution in the U.S. is required to seek accreditation, but because of the recognized benefits of the process, including student eligibility for Title IV and other federal and state funds, most eligible institutions have sought to become accredited.

Several of the college’s programs are also accredited by program-specific accrediting bodies:

- The associate degree Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. \(^1\) (formerly known as the National League for Nursing Accrediting Commission).

- The Dental Hygiene program is accredited by the American Dental Association, Commission on Dental Accreditation. \(^1\)

- The Medical Assistant certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs.

- The Addiction Counselor program is accredited by the National Addiction Studies Accreditation Commission.

- The Automotive T-TEN program is accredited by the National Automotive Technicians Education Foundation and is a certified Toyota Technician Training Education Network (T-TEN) program.

\(^1\) Agency recognized by the U.S. Department of Education as one of the accrediting agencies.
COLLEGE ASSESSMENT

Clark College is committed to guiding individuals to achieve their educational and professional goals. To carry out that commitment, the college continuously assesses student learning by gathering information about the effectiveness of its programs and services, and the achievements and perspectives of its alumni. This information is used to monitor the effectiveness of educational programs as well as student and academic services.

Each Clark College student is expected to participate in the college’s assessment efforts. Programs and services use various means to gather assessment information including portfolios, performances, achievement tests, comprehensive examinations, surveys, interviews, focus groups, evaluation forms, and other methods. Occasionally, Clark College faculty and staff may present information about their assessment projects at professional conferences or in publications, for the purpose of contributing to professional knowledge in the field of education. Aggregate assessment data may be used in these presentations, such as aggregate results from quizzes, surveys, etc. Students’ consent must be obtained prior to presenting individual-level data.
STUDENT RIGHTS AND RESPONSIBILITIES

Clark College provides its community and students with education and services of the highest quality. Admission to Clark College carries with it the presumption that students will conduct themselves as responsible members of the college community. Clark College expects all students to conduct themselves in a manner consistent with its high standards of scholarship and conduct.

Student rights, responsibilities, and the Code of Student Conduct can be found at: http://www.clark.edu/clark-and-community/about/policies-procedures/student_code.php. A printed copy can be requested in the Office of the Vice President for Student Affairs, Gaiser Hall 204 (GHL 204). These standards of conduct for students promote Clark College's educational purposes and provide students a full understanding of their rights and responsibilities.
Nondiscrimination and Equity

Clark College recognizes, understands, confronts and challenges the institutional systems of privilege, power, and inequity so that all members of the Clark College community can support student learning. Clark College endeavors to facilitate student learning by providing the conditions that improve educational outcomes and eliminates systemic disparities among all groups.

Clark College is committed to freedom from discrimination for all members of the College community. The College expressly prohibits discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. In addition, the College is committed to freedom from all forms of harassment including sexual harassment, domestic violence and harassment in the workplace. All claims of discrimination and harassment will be investigated by the designee of the President.

Discrimination is prohibited by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendments Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act, and Washington State’s Law Against Discrimination, Chapter 49.60 RCW and its implementing regulations. For more information regarding the discrimination and harassment policy, please refer to http://www.clark.edu/about/governance/policies-procedures/grievance_procedure.php

Any person who believes she or he has been discriminated against or harassed by Clark College or its employee(s) or agent(s) on the basis of any status listed above, may request informal assistance and/or lodge a formal grievance. The College encourages the timely reporting of any incidents of discrimination or harassment. For complainants who wish to submit a complaint, a formal complaint form is available online at http://www.clark.edu/campus-life/student-support/student_complaint/index.php. Hard copies of the complaint form are available at the following locations on campus:

The Diversity Center
Gaiser Hall 214 (GHL 214)

The Office of the Vice President of Student Affairs
Gaiser Hall 204 (GHL 204)

The Office of Human Resources
Baird Administration Building 144 (BRD 144)
BEHAVIORAL INTERVENTION AND THREAT ASSESSMENT (BITA)

Clark CARES: Collaborate, Assess, Resource, and Engage Students

Clark CARES team will provide an outlet the college community to report any concern related to the well-being of a Clark student. We do this to support retention, completion, close the opportunity gap for students and enhance campus safety.

The CARE process exists to support students as they face a variety of barriers to their success and well-being by collaborating with the reporter and through partnerships. This could include connecting students to the appropriate department, institutional process, identify college and/or community resources for assistance.

The college has a CARE Team that may be convened in the CARE process for situations that call for a heightened level of coordination and response. The core membership of this team consists of: Associate Director of Care & Community Standards, Dean of Student Engagement, Student Engagement & Community Standards Manager, Counseling, Safety & Security, and Instructional leadership. There may be times where additional campus officials might be involved. The team meets biweekly and the information shared within this group is considered private. The purpose of sharing CARE reports is to determine how best to coordinate appropriate support to the student. Additional information may be made available by CARE team members’ respective offices.

CARE team members are trained in using the NaBITA (National Behavioral Intervention Team Association) tools. For more information, please visit nabita.org (https://catalog.clark.edu/college-information/behavioral-intervention-threat-assessment-bita/nabita.org).

To learn more about Clark CARES team or to submit a referral visit http://www.clark.edu/campus-life/student-support/bita/index.php (http://www.clark.edu/campus-life/student-support/bita/).
Clark College conforms to the Family Educational Rights and Privacy Act (FERPA), as amended, which affords students certain rights as to their education records.

1. Students have the right to inspect and review their education records within 45 days of the day the college receives a written request for access. Students should submit, to the Registrar, written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the record(s) may be inspected. If the records requested are not maintained in Enrollment Services, the student will be advised of the correct official to whom the request should be addressed.

2. Students have the right to request the amendment of the education records that they believe are inaccurate or misleading. Students must write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of the process by which the student may appeal the decision.

3. A student has the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. With few exceptions (stated below), no one will have access to student records without the written consent of the student. Clark College will not release a student’s record to a parent/guardian without the student’s written permission. Such a policy is in effect regardless of the student’s age or financial dependency upon the parent/guardian.

The college may release student directory information without student consent which includes student’s name, major field of study, enrollment status, dates of attendance, participation in recognized sports, degrees and certificates earned, term degrees and certificates awarded, and honors. With regard to former students, such information also includes addresses for use by the Clark College Foundation.

Exceptions include school officials with a legitimate educational interest in a student’s educational record. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, collection agent, or the National Student Clearinghouse, an agency which acts as a clearinghouse for student loan deferment reporting); a person elected to the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. 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 responsibility. Exceptions also include accrediting agencies; student financial aid agencies; and those who require student information in an emergency situation in which someone’s health or safety is at risk.

Clark College also discloses educational records without consent to officials of baccalaureate institutions in which a student seeks to, or intends to, enroll.

In compliance with the Higher Education Amendments of 1998, the college is authorized to disclose information to a parent or guardian about any school disciplinary violation involving alcohol or a controlled substance which has been found to have been committed by a student who is under the age of 21.

Pursuant to the Solomon Amendment, Clark College is authorized to disclose the following directory information to the military for recruitment purposes: student’s name, address, telephone listing, date of birth, academic major, and degrees received from Clark College.

Students who do not wish to have directory information released by the college must file a student directory restriction request with Enrollment Services.

4. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Clark College to comply with the requirements of FERPA by writing to:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Ave. S.W.
   Washington, DC 20202-8520

In some instances, records may be withheld by the college. Academic transcripts are routinely withheld if a student has a financial obligation to the college. The Security/Safety Office may request a hold on records if there is concern that such records may compromise a criminal investigation.

Copies of the complete FERPA policy may be obtained at Enrollment Services.
LIMITATION OF LIABILITY

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

Below is the federal graduation rate survey (GRS) (3 year) information for student cohorts from 2008, 2009, 2010, and 2011 along with the GRS 200% (4 year) information for student cohorts from 2007, 2008, 2009, and 2010. The federal graduation rate survey definitions pertain to a specific cohort of Clark College students: new students attending full time, who plan to earn a degree or certificate, and without prior college experience.

- Combined (3 year) transfer out/completion/graduation rate, 4-year average: 43%
- GRS (3 year) completion or graduation rate, 4-year average: 26%
- GRS (3 year) transfer out rate, 4-year average: 18%
- GRS 200% (4 year) completion or graduation rate, 4-year average: 31%

Clark College provides this information pursuant to the federal Student Right to Know Act so that prospective students can make informed decisions about the college they might wish to attend. For help in interpreting these data, contact the Office of Planning & Effectiveness, 360-992-2506.

View the most recent cohort graduation rates at the National Center for Education Statistics website: https://nces.ed.gov/collegenavigator/
EQUITY IN ATHLETICS

The Equity in Athletics Disclosure Act (EADA) is designed to make prospective students aware of a school's commitment to providing equitable athletic opportunities for its male and female students. Any co-educational institution of higher education that participates in a federal student aid program must prepare an EADA report each October. For a copy of the report, please contact the Athletic Department, O'Connell Sports Center, 360-992-2691, or visit the EADA website at http://ope.ed.gov/athletics/.
All consumer information, also known as Student Right to Know Information, is available on the Clark College website at http://www.clark.edu/clark-and-community/about/policies-procedures/consumer_information/index.php. Information is available in paper format through the Office of the Dean of Student Enrollment and Completion located in Gaiser Hall.
LOCATIONS AND CAMPUSES

Clark College has one main campus and three satellite locations located throughout Clark County. Each of the locations includes a variety of programs to serve the community and help students complete a program at Clark College.

Main Campus
Clark College’s beautiful main campus is located on 101 acres in Vancouver’s Central Park, just east of Interstate 5 and north of the Columbia River and Fort Vancouver Historic Reserve. This full-service campus includes a gym, music and theatre hall, library, student center, and a new dining space. Hours of Operation: 7am-10pm

Columbia Tech Center
The Columbia Tech Center (CTC), located on the east side of Vancouver, opened in 2009. CTC provide access to education eastern portion of the college’s service district, which includes Clark County communities like Camas and Washougal as well as parts of Skamania and Klickitat counties. The campus features state-of-the-art labs serving popular programs like network technology, biology, and mechatronics. Clark College Community and Continuing Education is also located at CTC. Hours of Operation: M-TH 8am-6pm

Clark College at WSU Vancouver
Clark College at Washington State University Vancouver, established in 2006, is the result of a longstanding partnership between Clark College and WSU Vancouver. Before WSU Vancouver moved to its current site in 1996, it was housed in Bauer Hall on Clark’s main campus. The 63,334 square foot, three-story building provides additional classrooms, science laboratories, computer labs, and support space to accommodate growing enrollment and the desire to provide access to lower division courses for WSU Vancouver students. The beautiful facility is home to Clark’s nationally-recognized nursing program as well as general education classes. Hours of Operation: 7am-9pm

Clark College at Boschma Farms
Clark College at Boschma Farms is expected to be a boon for the region and represent a long-term visionary chapter for the college. Design of the first building is expected to start in 2017 on the 70-acre campus located just east of I-5 in Ridgefield, Washington. Construction is scheduled to start in 2019.

Clark College Economic and Community Development
Clark College Economic & Community Development (ECD) is Southwest Washington’s premier provider of workforce training and non-credit learning, serving more than 7,000 people annually. ECD offers classes at its main location in the Columbia Tech Center and Clark’s main campus.
FACULTY AND ADMINISTRATION

• Board of Trustees (p. 319)
• Executive Cabinet (p. 320)
• Administration (p. 321)
• Faculty (p. 325)
• Foundation (p. 332)
BOARD OF TRUSTEES

Clark College Board of Trustees

Cristhian A. Conseco 2021-2026
B.A, Business Administration, Washington State University Vancouver
Community activities include:
- Treasurer and Secretary, Lighthouse Community Credit Union
- Treasurer, Southwest Washington LULAC Council
- Parish Council Member, St. John Evangelist Catholic Church

Jane Jacobsen 2016-2019
B.A. in Communications, University of Arkansas
Certificate of Excellence, Switzerland Cultural Art Center - Zurich, Switzerland
Master’s work in Business Administration, University of Vermont
Currently working with Gramor Development and the City of Vancouver on development of the Columbia Waterfront Park.
Community activities include:
- Founding Executive Director and member of Board of Directors of Confluence
- Board President, Friends of Fort Vancouver
- Member of the Advisory Council with Columbia Land Trust
- Former member of the Columbia River Gorge Commission
- Former member of the Washington State Historical Society

Paul Speer 2018-2023
Mr. Speer has extensive experience and skills in strategic planning, nonprofit fundraising and capacity building. A resident of Clark County for the past 37 years. Speer has long demonstrated a commitment to his community. For more than 25 years, Mr. Speer worked at Hewlett-Packard Company, where he retired as Vice President of Development Strategy in the Office of Strategy and Technology.
Currently, Mr. Speer is an executive advisor and coach, who also appears as a guest lecturer and panelist on topics including leadership, new business creation, business planning, venture philanthropy, sustainable energy, and encore careers.
Community activities include:
- The Historical Trust - Board Member
- Oregon Public Broadcasting - Board Member
- Social Venture Partners International - Past Board Member
- Leadership Clark County - Past Board Member
- iUrban Teen - Advisory Member
- Cascadia Tech Academy - Advisory Member
- Superintendent’s Management Task Force for Vancouver Public Schools - Advisory Member
- University of Portland’s Engineering Dean’s Advisory Council - Past Council Chair
- University of Portland’s Franz Center for Leadership, Entrepreneurship, and Innovation Board - Past Board Chair
- Pearson Field Education Center - Committee Chair

Rekah Strong 2012 – 2017
B.S. Criminal Justice, Portland State University
M.A. Social Work/Administration, Portland State University
Ph.D. Social Work Research, Portland State University in progress
Ms. Strong is currently the Executive Director for Educational Opportunities for Children & Families. She has more than 16 years of experience working in public agencies and developing strategies to improve organizational cultural humility.
Community activities include:
- Board member, We Reign Youth Foundation
- Board member, Partners in Diversity
EXECUTIVE CABINET

Karen Edwards (2020)
President
MS, Educational Administration, SUNY Albany, NY
EdD, Educational Leadership, Johnson & Wales University, RI

Lisa Gibert, CPA,CFRE (2003)
President/CEO, Clark College Foundation
B.S. University of Oregon
M.B.A. University of California, Irvine

Valerie Moreno (2018)
Chief Information Officer
B.S. DeVry University
ADMINISTRATION

A

Heather Adams (2020)
Assistant Director of Student Care and Conduct
B.A. Washington State University
M.S. Northwestern State University of Louisiana

Hanan Al-Zubaidy (2020)
Education Program Director at Larch Corrections Center
B.A., M.S. Portland State University

Jorge Argueta (2018)
Educational Planner
B.A., M.A. California State Polytechnic University Pomona

B

Tavish Bell (2019)
Workforce Education Services Community Resources Liaison
B.A. Westminster College
M.S. University of North Texas

Chitpasong "Chippi" Bello (2016)
Associate Dean of Financial Aid
B.S. Brigham Young University - Hawaii
M.S. Portland State University

Adrienne Bocci-Barrett (2018)
Admissions Recruiter
B.A. University of Oregon
M.S. Portland State University

Michael A. Brown (2019)
Dean of Libraries and Academic Success Services
B.A., M. Ed., Ph.D Texas Tech University

Margit Brumbaugh (2016)
Educational Planner
B.A. University of Washington
M.Ed. Concordia University

Armetta Burney (2012)
Interim Dean of Workforce, Technical and Professional Education
B.S. Southern University
M.B.A. Cardinal Stritch University

Cathleen "Cath" Busha (2016)
Dean of Student Engagement
B.S. Millersville University
M.S.W. Arizona State University

C

Christy Campbell (2014)
Assistant Director of Business Services
B.S. Washington State University

April Cannon (2017)
Educational Planner
B.S. Oregon State University
M.A. Eastern Michigan University

D

Dave Daly (2020)
Veteran’s Resource Center Manager
A.A. Clark College
B.S. Washington State University

Kevin Damore (2018)
Assistant Director of Marketing
B.S. Northern Arizona University

Yaju Dharmarajah (2021)
Employee & Labor Relations Manager
B.S. Monmouth College
M.S., JD. University of Oregon

F

Wendé Fisher (2015)
Educational Planner - Professional/Technical
A.A.S. Clark College
B.A. Washington State University
M.S. Oregon State University

Angela Ford (2017)
Information Technology Services Project Manager
A.A. Fresno City College
B.A. San Francisco State University
M.B.A. Ellis College of New York Institute of Technology

Karen Foster (2018)
Guided Pathways Community & Engagement Manager
B.A. Oakwood University
M.S.I.M.S. Roosevelt University

Traneesa Frazier (2019)
Executive Assistant to the Vice President of Administrative Services
A.A. Los Angeles Harbor Community College
B.S. Warner Pacific College

G

Marcy Gilchrist (2017)
Educational Planner
B.A. Central Washington University

Kael Godwin (2007)
Enrollment Systems Analyst
B.A., M.A. University of Nevada, Las Vegas

Michelle L. Golder (2007)
Special Projects and Activities Manager
B.S. University of Portland

Sarah K. Gruhler (2010)
Director of Student Life
B.A. Western Washington University
M.Ed. Seattle University

Das Gupta (2020)
Director of Information Technology - Client Services
B.B.A. Walsh College

H

Trisha Haakonstad (2019)
Career Advisor  
B.A. University of San Diego  
M.S. Portland State University

**Degundrea Harris** (2020)  
Executive Assistant to the Vice President of Diversity, Equity, and Inclusion  
A.A. Clark College  
B.S. Warner Pacific

**Csendi Hopp** (2019)  
International Admissions Manager  
B.A. Southern Oregon University

**Genevieve Howard** (2010)  
Associate Vice President of Instruction  
B.A., M.A. California State University, Bakersfield

**Miles V. Jackson** (1998)  
Dean of Social Sciences and Fine Arts  
B.S. Portland State University  
M.S. University of Washington

**Shannon Jackson** (2018)  
Educational Planner  
B.A., M.S. Portland State University

**Kate Jacky** (2015)  
Associate Director of Financial Aid  
B.A. Washington State University

**Megan Jasurda** (2015)  
Director of Disability Support Services & ADA Compliance Officer  
B.A. University of Wisconsin  
M.Ed. Portland State University

**Joseph Jenkins** (2016)  
Educational Planner - College Prep and Transfer  
A.A. Clark College  
B.A. Washington State University  
M.S. Portland State University

**Lora Jenkins** (2018)  
Educational Planner  
A.A.S. Clark College  
B.S. Concordia University

**Catherine Keane** (2014)  
Associate Director of Career Services  
B.A. Saint Martin's College  
M.P.A. Washington State University

**Tanya Kerr** (2017)  
Internal Controls Business Analyst  
B.A. University of Washington

**Rebecca Kleiva** (2018)  
Educational Planner  
A.A. Clark College

**Monica L. Knowles** (1998)  
Bookstore and Production Printing Manager

**A.A. Brooks College**

**L**

**Laura LeMasters** (2019)  
Director of Athletics  
B.A. Washington State University  
M.A. California State University - Long Beach

**Yingcong Li** (2020)  
Research Associate  
B.S. Portland State University

**Carmen Lily** (2017)  
Educational Planner  
A.A. Clark College  
B.S. Linfield College

**M**

**John Maduta** (2010)  
Director of Advising  
B.A. Western Washington University  
M.S. Warner Pacific College

**Lance McIntire** (2017)  
Environmental Health and Safety Manager  
B.S. Missouri State University  
M.P.H. Des Moines University

**Sherri Meadors** (2016)  
Payroll Manager  
A.A. Clark College

**N**

**Jennifer Obbard** (2017)  
Associate Dean of Health Science  
B.S.N., M.N. Oregon Health Sciences University

**Cindi M. Olson** (1999)  
Executive Assistant to the Vice President of Student Development

**Shelley R. Ostermiller** (2018)  
Associate Registrar  
A.A. Clark College  
B.A. Washington State University, Vancouver  
M.S. Warner Pacific College

**Eriko Otsuka** (2012)  
Senior Software Engineer  
B.S., M.S. Washington State University, Vancouver

**P**

**Dalila Paredes** (2020)  
Director of MESA Program  
A.A. Seward County Community College  
B.S., M.S. West Texas A&M University

**Timothy D. Petta** (2013)  
Director of Facilities Services  
Avis Contractor's License School

**Tatyana Potter** (2018)
Educational Planner

Angelica Pravettoni (2018)
Educational Planner
A.A.S. Clark College
B.S. Colorado State University

Q

R

Kerrie Rios (2017)
Director of Professional and Personal Development
B.A. Pepperdine University

Rosalie Roberts (2020)
Interim Director of Outcome Assessment
A.A. Shasta College
B.A. Humboldt State University
M.S. San Diego State University
Ph.D. University of Oregon

Julie L. Robertson (2013)
Director of Grant Development
B.S. Lewis & Clark College
M.S., M.S.W. Portland State University

Nicole Rogers-Marcum (2018)
Director of Instructional Finance and Operational Support
B.S. Western Oregon University
M.B.A. Washington State University

S

Miranda Saari (2013)
Associate Dean of Enrollment Services & Registrar
B.S. Central Washington University
M.Ed. Concordia University

Andrea Sanchez-Turner (2018)
Executive Assistant to Human Resources
B.A. University of New Mexico

Sabra Sand (2014)
Director of Business Services
B.A. Washington State University

Renee Schiffhauer (2018)
Associate Director of Advising Services
B.S. Saint Vincent College
M.A. Indiana University of Pennsylvania

Ashley Schumacher (2014)
Advanced Registered Nurse Practitioner
B.S.N. Oregon Health Sciences University
M.S.N. University of California

Michael See (2017)
Director of Safety & Security
B.S. College of Professional Studies
M.S. Kaplan University

Sara Seyller (2019)
Instructional Operations Manager
B.A., M.P.A. Washington State University

Jody Shulnak (2019)
Associate Directory of International Programs
B.S. Northern Arizona University
M.S. Portland State University

Heidi Summers (2018)
Associate Dean of Basic Education, English, Communications and Humanities
B.S. Oregon State University
M.Ed. Virginia Tech

Julie F. Taylor (2005)
Administrative Secretary

Kevin Thomas (2019)
Interim Dean of Workforce Education Services
B.A. Washington State University

Abigail Thompson (2018)
Admissions Recruiter
A.A. Clark College
B.A. Portland State University

Tasaday Turner (2015)
Associate Director of Advising - College Preparation and Transfer
A.A.S. Clark College
B.A. Washington State University
M.S. Portland State University

Laurel E. Tygart (2013)
Executive Assistant to the Vice President of Instruction
B.A. Western Oregon University

Katlyn Viers (2019)
Educational Planner
B.S., M.S. Portland State University

Jacquelynn Vigeon (2015)
Clinical Placement Manager
B.A., M.A. The University of New Mexico

Michele Volk (2015)
Director of Services for Children and Families
A.A.S. Portland Community College
B.S. Warner Pacific

Alyssa Voyles (2019)
Associate Director of Employee Equity, Outreach and Engagement
B.S. University of Oregon
M.Ed. Oregon State University

Brenda Walstead (2015)
Dean of Business and Health Sciences
A.A. Clark College
B.S. Concordia University
M.S. Portland State University
Ed.D. Walden University

Construction Project Manager
B.A. New College

Vanessa Watkins (2015)
Director of Entry Services
B.S. Oregon State University
M.S. Portland State University

Stephanie Weldy (2020)
Executive Assistant to the President and Board of Trustees
A.A. Clark College
N.S. Washington State University

Jim Wilkins-Luton (2015)
Dean of Basic Education, English, Communication and Humanities
B.A Whitworth University
M.A. Gonzaga University

Melissa Williams (2015)
Director of Student Equity and Inclusion
A.A. Clark College
B.A. University of Washington
M.A. Washington State University

Carley Willis (2018)
Educational Planner
B.S.W. George Fox University
M.S.E. Capella University

Patrick Willis (2014)
Career Advisor
B.A., M.Div. George Fox University

X
Y
Z
FACULTY

A
Lisa Aepfelbacher (2011)
Nursing B.S.N. Boston University
M.S. Case Western Reserve University

Glenna Afflerbaugh (2015)
Dental Hygiene
A.A.S. Clark College
B.S. Eastern Washington University
M.Ed. Concordia University

Jacqueline F. Allen-Bond (2000)
English as a Second Language
B.A. University of Victoria, Canada
M.A. School for International Training, Brattleboro

Kathryn Anastasi (2020)TT
Library
B.S. Macalester College
M.L.S. Queens College, City University of New York

Roberto P. Anitori (2013)
Biology
B.S., Ph.D. University of New South Wales

Donald L. Appert (1990)
Music
B.M., M.M., New England Conservatory
D.M.A. University of Kansas

Michael D. Arnold (1989)
Exercise Science, Physical Education
B.S. North Country Community College
B.S.E. Northwest Missouri State University
M.S. Northeast Missouri State University
Certified Strength and Conditioning Specialist

Patricia Atkinson (2015)
Economics
B.A. Marist
M.S. Portland State University

Julie A. Austad (2013)
Librarian
B.A. Linfield College
M.L.S. Emporia State University

B
Angie Marks (2009)
Nursing
B.S.N., M.N. Washington State University

Karl L. Bailey (2006)
Chemistry
B.S. California Polytechnic State University
Ph.D. University of California, Davis

Radmila Ballada (2008)
Technical Services and Systems Librarian
B.A. University of Vermont
M.A., M.L.S. Southern Connecticut State University

Kristine T. Barker (1993)
Mathematics
B.A. Willamette University
M.A. University of Oregon

Kayoko Y. Barnhill (1994)
Mathematics
B.A.S. University of California, Davis
M.A. California State University, Sacramento

Christina Colby Barsotti (1992)
Engineering
B.S., M.S. Washington State University

Rheannin Becke (2016)
Transitional Studies
M.S. Marquette University
M.A University of Alaska Southeast

Gene Biby (2011)
Drama
B.S., M.S. Murray State University
Ph.D. Southern Illinois University

Aaron S. Bingham (1994)
Mathematics
B.A. University of California, Los Angeles
M.A. California State University, Sacramento

Mark E. Bolke (2000)
Biology
B.S., M.S. Portland State University

Christopher Boucher (2017)
Welding
WAC/RCW Certification

Amy Bratton (2017)
Communication Studies
B.A. University of Memphis
M.S. Portland State University

Veronica P. Brock (1995)
Health and Physical Education
B.S. Eastern Washington University
M.S. East Stroudsburg University

C
Paul A. Casillas (1990)
Mathematics B.A. Augustana College, Illinois
M.A. University of Iowa
M.S. University of Oregon

Amy Castellano (2016)
Phlebotomy
B.S. University of Arizona
N.D. National College of Natural Medicine

Sociology
B.A., M.A., M.C.R.P., Ph.D. University of Oregon

Joseph Cavalli (2018)TT
History
B.A. Portland State University
M.A. University of Portland

Michael V. Ceriello (2007)
Political Science
B.A. University of California, Santa Barbara
M.A. Western Washington University

Anthony J. Chennault (2008)
Biology
B.A. University of Puget Sound
M.S. Portland State University

Lindsay Christopher (2014)
English
B.A. Mercyhurst University
M.A. University of Buffalo
Ph.D. University of Denver

Steven Clark (2011)
Biology
B.A. Linfield College
M.A. Lewis and Clark College
M.S. Portland State University

Valerie S. Cline (2011)
Nursing
A.D.N. Clark College
B.S.N. Washington State University, Vancouver
M.S.N. Walden University

Cara Cocchiarella (2016)
Health and Physical Education
B.A., M.S., Ed.D. University of Montana

Adam Coleman (2011)
Computer Technology
A.A.S. Clark College
B.S. Eastern Washington University

Shayna Collins (2012)
Counseling/Human Development
B.A., M.S. Minnesota State University, Mankato

Art
B.F.A. University of Michigan
M.F.A. Louisiana State University

Kathryn "Kate" Cook (2014)
Mathematics
B.A. Principia College
M.S. California State University

Amanda Crochet (2011)
Chemistry
B.S. Tulane University
Ph.D. University of California, Berkeley

Catherine Crosby (2016)
Biology
B.S. Western Washington University
M.S., PhD. Washington State University

William T. Cushwa (1995)
Biology
B.S. Virginia Polytechnic Institute and State University
M.S., Ph.D. University of California, Davis

D

English
B.A. Oregon State University
M.A. Portland State University

Kushlani de Soyza (2013)
Women’s Studies
B.S. Northwestern University
M.Ed. University of Cincinnati
M.A. Portland State University
M.F.A. Oregon State University

Tanya Diaz-Kozlowski (2020) TT
Women Studies
B.S. The University of Wisconsin Parkside
M.S. Eastern Illinois University
Ph.D. The University of Illinois at Urbana Champaign

arylyne Diggs (1998)
English
B.A. University of Alabama
M.A., Ph.D. University of Oregon

Alison Dolder (2017)
Baking
A.A. Clark College

Elizabeth Donley (2011)
English
B.A. DePaul University
M.A., M.F.A. Chapman University

E

Allen "Mark" Eddinger (2018) TT
Mathematics
B.S. DeVry Institute of Technology
M.S. Western Washington University

Bruce Elgort (2020) TT
Computer Technology
B.S. Stevens Institute of Technology
M.S. New York University – Polytechnic Institute

Mark L. Elliott (1994)
Mathematics
B.S., M.S. Portland State University

Rebecca Engel (2017)
American Sign Language
B.S. Oregon State University
M.Ed. Western Oregon University

Mary E. Evens (2000)
Business Technology
B.A. Central Washington University
M.A. Pepperdine University
Amy Ewing-Johnson (2018)TT
Dental Hygiene
A.S., B.S., M.S.E. Indiana University

F

Nadine L. Fattaleh-Diggs (2002)
Chemistry-General
B.A. Scripps College
M.S. Carnegie Mellon University

Melissa Favara (2018)TT
English
B.A. Western Michigan University
M.A. The Pennsylvania State University

Caron Ford (2015)
Transitional Studies
A.S. Bakersfield College
B.A. San Francisco State University
M.A California State University

Van A. Forsyth (1995)
History
B.A. University of California, Berkeley
M.A. San Francisco State University

Tyler Frank (2019)TT
Transitional Studies

Robert "Earl" Frederick (2017)
Culinary
A.S. Johnson & Wales University
B.S. Warner Pacific College

Jacob Funk (2016)
Music
B.S. John Brown University
M.N. University of British Columbia
D.M.A. University of Missouri - Kansas City

G

Sara L. Gallow (1999)
English as a Second Language
B.A. Michigan State University
M.A. Ball State University

Michael A. Godson (1995)
Automotive Technology
A.A.S. Clark College
A.S.E. Master Automotive Technician

Deena M. Godwin (2008)
Communication Studies
B.A. Dana College
M.S. South Dakota State University

Donald M. Gonser (1994)
Diesel
A.S. Oregon Institute of Technology
A.S.E. Master Medium/Heavy Truck Technician

Zachary M. Grant (2006)
Librarian
B.A. Oregon State University
M.L.S. Emporia State University

Garrett C. Gregor (2002)
Mathematics
B.S. University of Utah
M.S. Humboldt State University

Physics
B.S. (Physics) University of Utah
B.S. (Chemistry) University of Utah
B.S. (Mathematics) University of Utah
M.S. California Institute of Technology
Ph.D. University of Wisconsin, Madison

Aaron Guerra (2017)
Culinary
A.O.S. Le Cordon Bleu Culinary College

H

Marilyn Hale (2010)
Business Technology
B.S. University of Montana-Western
M.Ed. Montana State University

Kathrena L. Halsinger (2001)
Art/Graphic Design
B.A. Western Washington University

Adnan A. Hamideh (2002)
Business Administration
B.A., B.S., Ed.D. Portland State University
M.B.A. California State University

Tonia L. Haney (2010)
Automotive
B.S. Southern Illinois University
M.S. CIN Western Governors University

Douglas Harris (2018)TT
Music
B.A. University of Florida
M.M., D.A. University of Northern Colorado

Melanie Hendry (2019)TT
Baking

Rebecca Herman (2015)
Dental Hygiene
A.S. Clark College
B.S., M.Ed. Concordia University

Alejandra Herring (2020)TT
Business Technology
A.A. Clark College

rant N. Hotlle (2013)
Art
B.F.A. University of Oklahoma  
M.F.A. University of Oregon  

Christina Howard (2018)  
Biology/Anatomy & Physiology  
B.S., M.S. Portland State University  

Garrett L. Hoyt (2013)  
Health and Physical Education  
B.S., PhD. Brigham Young University  
M.S. Colorado State University  

Carol C. Hsu (2010)  
Engineering  
B.S., M.S. The University of Texas, Austin  

Dwight W. Hughes (2003)  
Network Technology  
B.S. Northern Arizona University  
M.A. University of Phoenix  
Certifications in A+, Network+, MCP, CCAI, CCNA  

J  

Hannah Jackson (2016)  
Mathematics  
B.S. Willamette University  
M.S. Syracuse University  

Debra R. Jenkins (2000)  
Early Childhood Education/Psychology  
A.A.S Clark College  
B.A., M.A. Pacific Oaks College  
M.S., Ph.D. University of Phoenix  

Andrew B. Johnson (2013)  
Business and Technology  
B.A. George Fox University  
M.A. University of Phoenix  

Catherine E. Johnston (2007)  
English as a Second Language  
B.A. DePaul University  
M.A. University of San Francisco  

K  

Yusufu Kamara (2015)  
Economics  
B.S. University of Sierra Leone  
M.A., Ph.D. University of Kansas  

Mark Keats (2020)  
English  
A.A. Howard Community College  
B.A., M.F.A. University of Maryland  
Ph.D. Texas Tech University  

ally J. Keely (1996)  
Mathematics  
B.S., M.S. Portland State University  

Darcy Kennedy (2019)  
Chemistry  
M.S. University of Washington  

Engineering  
B.S., M.S. Iowa State University  
M.B.A. University of Oregon  

Travis T. Kibota (1994)  
Biology  
B.S. University of California, Los Angeles  
M.S., Ph.D. University of Oregon  

Raymond T. Korpi (2000)  
English  
B.S., M.A. University of Nebraska  
Ph.D. Washington State University  

David L. Kosloski (1998)  
Communication Studies  
Speech B.A. Georgia State University, Atlanta  
M.A. Central Michigan University  

Sarah Kuzera (2017)  
Medical Assisting  
A.S., B.S., Everest College  
M.B.A., Bryan University  
Ed.D. Capella University  

Jesse Kysar (2020)  
Engineering  
B.S., M.S., Washington State University  

L  

Julie Lemmond (2016)  
Business Administration  
B.S., M.B.A. Maryhurst University  

Christopher R. Lewis (1999)  
Electronics  
A.A.S., B.A.S. ITT Technical Institute  
M.B.A. City University of Seattle  

Xiunu "Sophie" Lin (2016)  
Physics  
B.S. Xiamen University  
Ph.D. University of Washington  

Kenneth S. Luchini (2013)  
Mechatronics  
A.S. Diablo Valley College  
B.S. California State University, Chico  

Diane Lucia (2019)  
Nursing  
B.S.N. University of Portland  
M.S.N. Western Governors University  

Donald Ludwig (2015)  
Sociology  
A.A Spokane Community College  
B.A. Whitworth College  
M.S. Princeton Theological Seminary  
M.S. Rutgers University  
Ph.D. International University of Graduate Studies  

Michael Ludwig (2014)
Dental Hygiene
A.A.S. Clark College
B.S. Eastern Washington University
M.Ed. Concordia University

Nicholas Luisi (2019)TT
Nursing
A.A.S. Raritan Valley Community College
M.S.N. Capella University

Luanne M. Lundberg (1997)
Adult Basic Education
B.A. Western Washington University
B.A., M.Ed. Western Washington University

Sarah M. Luther (2013)
Mathematics
B.A., M.A. Lewis and Clark College
M.S. Texas A&M University

Meredith Lynch (2016)
Transitional Studies
B.A., M.A. University of Washington

Olga Lyubar (2019)TT
Health Information Management
B.S. University of Washington

Nicholas Macias (2017)
Computer Science and Engineering
B.S., M.S. George Washington University
M.A. Duke University
Ph.D. Virginia Polytechnic University

Michelle D. Mallory (2008)
Family Life/Early Childhood Education
B.S. Western Oregon State College
M.S. Portland State University

Helen Martin (2007)
Business Technology
Doctorandus, Leiden University
M.B.A. Georgia State University

Rebecca L. Martin (2000)
Biology
B.A. Vassar College
M.A. Antioch University
M.S. Washington State University

Mika Maruyama (2013)
Psychology
B.A. Utah State University
M.S., Ph.D. Portland State University

Kanchan Mathur (2005)
Mathematics
B.A. Delhi University
M.S., Ph.D. Indian Institute of Technology

Samuel May-Varas (2016)
Transitional Studies
B.A. University of South Florida

M.A.T. City University of Seattle
Ed.D. Lewis & Clark College

Michelle Mayer (2018)TT
Mathematics
B.S. George Fox University
M.S., Ph.D. Texas Tech University

Heather J. McAfee (2013)
Geography
B.A. University of Colorado, Colorado Springs
M.A. University of Oregon

Brian McVay (2014)
Welding
Journeyman Ironworker Certification

Natalie R. Miles (2013)
Adult Basic Education
B.S., M.S. Valley City University

Christopher E. Milner (2007)
Mathematics
B.S. University of Puget Sound
M.S. Oregon State University

Mathematics
B.Sc., M.Sc. University College Dublin

April E. Mixon (2005)
Chemistry
B.S. Shippensburg University
M.S. Oregon State University

Marisol Moreno-Ortiz (2020)TT
Library
B.A. Oregon State University
M.A. Portland State University
M.S.I.S. Louisiana State University

Laura Nagel (2015)
Reference and Instruction Librarian
B.A. Pacific Lutheran University
M.A. University of Wisconsin - Madison

Erika L. Nava (2008)
Spanish
B.A. Oregon State University
M.A. University of Oregon

Tracy J. Nehnevaj (1992)
Mathematics
B.A., M.S. Eastern Washington University

Alexis Nelson (2014)
English
B.A. University of California
M.A. Portland State University

German
B.A., M.A. San Francisco State University
Ph.D. University of California, Davis

English as a Second Language
B.A. Dartmouth College
Ed.M. Oregon State University
TESL Seattle University School of TESL

O

Michiyo Okuhara (2010)
Japanese
A.A. Seisen Women's Junior College
A.A. Clackamas Community College
B.S., M.E. Portland State University

P

Kathleen M. Perillo (1999)
Biology
B.A. University of Delaware
M.S. University of New Haven

Tobias Peterson (2014)
English
B.A. Texas State University
M.A. George Mason University
M.F.A. Texas University

Valentina Pishchchanskaya-Cayan (2019)
Counseling
B.A., M.S. University of Nevada Las Vegas

English
B.A. Utah State University
M.A. New Mexico State University
M.S. Washington State University

Kristl Plinz (1999)
Digital Media Arts
B.S. California Polytechnic State University
M.S. Rochester Institute of Technology

R

Leslie J. Rivera (1997)
English as a Second Language
B.A. University of Portland
M.A. San Francisco State University

Gail R. Robinson (1993)
English
B.A. Miami University, Ohio
M.A. Portland State University

Marcia R. Roi (2000)
Chemical Dependency
B.S., M.S. Oklahoma State University
Ph.D. Oregon State University

Michele Roth (2016)
English as a Second Language
B.A. Reed College
M.A.T. University of Washington

Bevyn Rowland (2011)
Counseling/Human Development
B. A. University of Portland
M.A., PsyD. Pacific University

S. Layne Russell (2006)
Business
B.A. University of Memphis
J.D. College of William and Mary, Marshall Wythe School of Law

Amy Ryll (2019)
Nursing
A.A.S. Clark College
B.S.N., D.N.P Washington State University

Katherine D. Sadler (2005)
History
B.A. Portland State University
M.A., Ph.D. University of California, Los Angeles

Mitzi Schrag (1997)
English
B.A. Clark College
B.A. Reed College
M.A., Ph.D. University of Washington

Patricio Sevier (2010)
Machining
Richa Sharma (2019)
Communications
M.B.A. Lal Bahadur Shastri Institute of Management
M.S. Portland State University

Nicoleta Sharp (2008)
Physics
B.S., M.S. Universitatea Alexandru Ioan Cuza

Kristin Sherwood (2018)
College 101
B.A. Lewis & Clark College
M.P.A. Portland State University

Dawn M.U. Shults (2009)
Pharmacy
C.Ph.T. Clark College

Beth Slovic (2018)
Journalism
B.A. Amherst College
M.S. Columbia University

Christina Smith (2018)
English
B.A. McDaniel College
M.A. University of Utah

Gerard M. Smith (1991)
English
B.S. Bowling Green State University
M.A. University of Toledo
Ph.D. Bowling State University

Suzanne Southerland (2011)
Communication Studies  
B.S. University of Portland  
M.S. Portland State University  

**Erin Staples (2011)**  
Health & Physical Education  
B.S. University of North Texas  
M.P.H. Portland State University

**Senseney L. Stokes (2007)**  
Art/Photography  
B.F.A. Rhode Island School of Design  
M.F.A. University of New Mexico

**Michelle Stoklosa (2016)**  
Geology  
B.A. Franklin & Marshall College  
M.S., Ph.D. University of Wisconsin - Madison

**Kimberly A. Sullivan (1992)**  
English  
B.A. Belhaven College  
M.A. Mississippi State University

**T**

**Kristina Taylor (2010)**  
Dental Hygiene  
A.A.S. Clark College  
B.S. Eastern Washington University  
M.S. Portland State University

Early Childhood Education/Family Studies  
A.A.S. Clark College  
B.A., M.A. Pacific Oaks College

**Elizabeth R. Torgerson (2010)**  
Nursing  
A.A. Clackamas Community College  
B.S.N. OHSU School of Nursing  
M.S.N. Washington State University, Vancouver

**Michael Tucker (2020)**  
Cybersecurity  
B.S. National University  
M.S. National University

**Ruth Trejo (2011)**  
Chemistry  
B.S., M.S. University of California, San Diego

**U**

**Elizabeth C. Ubiergo (2008)**  
Spanish  
B.A., M.A. University of Oregon

**W**

**Robert Weston (2015)**  
Mathematics  
B.S. Oregon State University  
M.S. The City College of New York

**Caleb N. White (2013)**

Welding  
A.O.S. Universal Technical Institute

**Alan Wiest (2012)**  
Health & Physical Education  
A.S. Lane Community College  
B.S., M.S. University of Oregon

**X**

**Tess Yevka (2015)**  
Psychology  
B.S. Marylhurst University  
M.S. Portland State University

**Z**

Tenure Track is indicated by **TT**
FOUNDATION

A
Hal Abrams, J.D., LL.M (2017)
Vice President of Development
LL.M. Golden State University
J.D. University of San Francisco
B.S. University of California, Los Angeles
Nick Allen (2020)
Research Analyst
B.S. Portland State University
Certificate in Nonprofit Fundraising, Willamette Valley Development Officers & Portland State University

B
Ed Boston, M.S. (2020)
Director of Alumni Relations
M.S. Fort Valley State University, Georgia
B.A. Fort Valley State University, Georgia

C
Kathy Chennault (2017)
Development Director, Corporate and Foundation Relations
A.A. Riverside Community College
B. A. California State University, San Bernardino
Corey Dobbs (2017)
Development Specialist, Annual Giving & Alumni Relations
A.A. Clark College

D
Lisa Gibert, CPA, CFRE (1998)
CEO
B.S. University of Oregon
M.B.A. University of California, Irvine
Dion Gutkind (2017)
Gift Entry and Records Manager
A.A., Bryant & Stratton College

H
Miranda Harrington (2015)
Associate Director of Partner Management & Research
B.A. University of Arkansas

L
Terri Lunde (2010)
Executive Assistant to the President/Board
A.A. Clark College

M
Vivian Cheadle Manning, CFRE (2010)
Director of Development
B.A. Southern Methodist University
C.F.M. IUPUI/School of Philanthropy

Kristina Martin, M.A. (2020)
Development & Special Events Assistant
M.A. Pacific University, Oregon
B.A. Pacific University, Oregon

Rhonda Morin, M.L.S., EMT (2012)
Executive Director of Communications & Marketing
B.S. University of Maine
M.L.S. Eastern Michigan University
EMT Maine Community College

Joel B. Munson (2016)
Chief Advancement Officer
M.A. Barry University
B.A. Brigham Young University, Provo

Andy Palmquist, M.A. (2019)
Director of Partner Development
Grant Writing Certificate, Willamette Valley Development Officers
M.A. University of Maryland, College Park
B.A. Pacific Lutheran University

Dan Palow (2018)
Senior Director of Data Management & Analytics
B.B.A. University of Alaska, Fairbanks
Certificate Leadership and Management, University of Vermont
Certificate Data Analytics, Clark College

Kay Pedisich (2020)
Accounting Specialist
State of Washington Contracting Certification
State of Washington GAAP Certification
State of Washington Internal Audit Certification
Federal Grant Management Certification
Chris Plamondon (2000)
Controller
B.A. Washington State University

Daniel Rogers, CPA (2010)
Chief Financial Officer
B.A. Washington State University
A.A. Brigham Young University, Idaho

Shirley Schwartz (1999)
Director of Scholarships
A.A., B.A. West Coast Christian College
M.A. Multnomah University

Erica Schwenneker, MA (2017)
Director of Special Events & Donor Relations
B.A., Concordia College
M.A., University of Oklahoma

Angela Torretta (2019)
Director of Annual Giving & Sponsorships
B.A. University of Oregon
DIRECTORIES AND ACADEMIC CALENDAR

• Phone Directory (p. 334)
• Academic Calendar (p. 335)
PHONE DIRECTORY

Alphabetical Quick Dial Phone List: http://www.clark.edu/directories/quick-dial/index.php

Employee Directory Phone List: http://www.clark.edu/faculty-staff/index.php

ASCC Officers Phone List: http://www.clark.edu/directories/quick-dial/ascc.php

Clark College at Columbia Tech Center (CTC) Phone List: http://www.clark.edu/directories/quick-dial/ctc.php

Fax Numbers Phone List: http://www.clark.edu/directories/quick-dial/fax.php

Clark College at Washington State University Vancouver (WSUV) Phone List: http://www.clark.edu/directories/quick-dial/wsuv.php
## ACADEMIC CALENDAR

### 2021 Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date (Day of the Week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4th Holiday</td>
<td>July 5 (M)</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>July 6 (T)</td>
</tr>
<tr>
<td>Last day of Classes</td>
<td>August 27 (F)</td>
</tr>
</tbody>
</table>

### 2021 Fall Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date (Day of the Week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day Holiday</td>
<td>September 6 (M)</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>September 20 (M)</td>
</tr>
<tr>
<td>Faculty Workday (no classes)</td>
<td>October 8 (F)</td>
</tr>
<tr>
<td>Veteran's Holiday</td>
<td>November 11 (Th)</td>
</tr>
<tr>
<td>Faculty Workday (no classes)</td>
<td>November 24 (W)</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 25 (Th)</td>
</tr>
<tr>
<td>Native American Heritage Day</td>
<td>November 26 (F)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 3 (F)</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 6-9 (M-T-W-Th)</td>
</tr>
<tr>
<td>Faculty Workday</td>
<td>December 10 (F) and December 13 (M)</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td>December 24 (F)</td>
</tr>
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</table>

### 2022 Winter Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date (Day of the Week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>December 31 (F)</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 3 (M)</td>
</tr>
<tr>
<td>Martin Luther King Holiday</td>
<td>January 17 (M)</td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>February 21 (M)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>March 11 (F)</td>
</tr>
<tr>
<td>Final Exams</td>
<td>March 14-17 (M-T-W-Th)</td>
</tr>
<tr>
<td>Faculty Workdays</td>
<td>March 18 (F) and March 21 (M)</td>
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### 2022 Spring Term

<table>
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<tr>
<td>Classes Begin</td>
<td>April 4 (M)</td>
</tr>
<tr>
<td>Faculty Workday</td>
<td>April 29 (F)</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 30 (M)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>June 10 (F)</td>
</tr>
<tr>
<td>Final Exams</td>
<td>June 13-16 (M-T-W-Th)</td>
</tr>
<tr>
<td>Graduation</td>
<td>June 16 (Th)</td>
</tr>
<tr>
<td>Faculty Workday</td>
<td>June 17 (F) and June 20 (M)</td>
</tr>
</tbody>
</table>
CORRECTIONS

• Catalog Corrections (p. 337)
• Course Corrections (p. 338)
• Degrees and Certificate Corrections (p. 339)
CATALOG CORRECTIONS
COURSE CORRECTIONS

Course Distribution
SOC& 101 fulfills PPI
DEGREES AND CERTIFICATE CORRECTIONS

Early Education AAS
https://catalog.clark.edu/academic-plans/early-childhood-education/early-childhood-education-aas/

Replace ECE 133 with EDUC& 240

Program Management Certificate of Completion

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits/Units</th>
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<tr>
<td>MGMT 126</td>
<td>Project Management</td>
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<tr>
<td>MGMT 226</td>
<td>Project Management Standards and Planning I</td>
<td>5</td>
</tr>
<tr>
<td>MGMT 227</td>
<td>Project Management Standards and Planning II</td>
<td>5</td>
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<tr>
<td><strong>Total Credits/Units</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Program Outcome

- Plan and design a comprehensive PMI-defined project using latest PM software, qualified with PMBOK industry-recognized standards.
CATALOG ARCHIVES

• 2017-2018 Catalog (http://www.clark.edu/academics/catalog/2017/)
  • 2017-2018 Corrections (http://www.clark.edu/academics/catalog/2017/corrections/)
• 2016 – 2017 Catalog (http://www.clark.edu/academics/catalog/2016/)
  • 2016 – 2017 Corrections (http://www.clark.edu/academics/catalog/2016/catalog-corrections/)
• 2015 – 2016 Catalog (http://www.clark.edu/academics/catalog/2015/)
  • 2015 – 2016 Corrections (http://www.clark.edu/academics/catalog/2015/catalog-corrections/)
• 2014 – 2015 Catalog (http://www.clark.edu/academics/catalog/2014/)
• 2013 – 2014 Catalog (http://www.clark.edu/academics/catalog/2013/)
• 2012 – 2013 Catalog (http://www.clark.edu/academics/catalog/2012/)
  • 2012 – 2013 Corrections (http://www.clark.edu/academics/catalog/2012/2012corrections.pdf)
• 2011 - 2012 Catalog (http://www.clark.edu/academics/catalog/2011/)
## INDEX

### A

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<tr>
<td>Associate in Arts - Direct Transfer (AA)</td>
<td>16</td>
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<tr>
<td>Associate in Arts (AA) - General Transfer</td>
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<tr>
<td>Associate in Music DTA/MPR (AA)</td>
<td>91</td>
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<tr>
<td>Associate in Science - General (AST2)</td>
<td>21</td>
</tr>
<tr>
<td>Associate in Science - Track 1 (AST1)</td>
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</tr>
<tr>
<td>Associate in Science - Track 2 (AST2)</td>
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<tr>
<td>Associate in Science Transfer - General (AST1)</td>
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<tr>
<td>Astronomy (ASTR)</td>
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<tr>
<td>Automotive Technology</td>
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<td>Automotive Technology (AUTO)</td>
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</tbody>
</table>

### B

<table>
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